

Child Welfare Magazine

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100%!

IMOGENE THORPE

of Tacoma, Washington, in the Summer Round-Up of Franklin School.

The President's Message

BY MARGARETTA WILLIS REEVE

*"There's a new step on the floor, my friends,
And a new face at the door, my friends,
A new face at the door."*

FOR five years the Editor of CHILD WELFARE has had the additional privilege of speaking to its readers as president of the National Congress of Parents and Teachers, a privilege which today she exercises for the last time.

The period we have spent together has been a happy one. The magazine has extended its circulation from less than ten thousand to more than thirty-five thousand, and the Congress has grown in membership from half a million to more than a million and a quarter. The educational significance of the parent-teacher movement as expressed by the Congress has been recognized by educators and by leaders in all types of social and official agencies. We have a responsibility, an opportunity, second to none, as a force for social, educational and individual betterment because through the unique position of this organization its members are led to better *themselves*, as parents, as teachers, and are led to "learn by doing"—which is the slogan of all progressive education. For this reason as well as for many others, we must develop more and yet more positively, our five major objectives. In these hurrying, overcrowded days, it is so easy to set one aside, to crowd another into a corner, to turn the limelight upon one alone because of its greater personal appeal; but this program of ours, which is the slow but certain result of two and thirty years of study and experiment, is not unevenly constructed; its five sides are all equally essential to its completeness and we must turn them all to the light.

"To promote child welfare in home, school, church and community." This is our first and great commandment, and it means the study of the *whole* child in all his relationships, with the first and heaviest emphasis upon the home, where standards must be created and maintained by the parents before any outside influence begins to act upon the child, and the school, the church and the community teach him their lessons. And in order that these four great teachers may do their best, we are concerned with laws which protect children from abuse and exploitation and assure as far as possible a mother's care, and which protect that mother, that she may not by toil or poverty be unfitted for the discharge of her most important duty.

Parental education: our first responsibility may be summed up in those two words. Not merely parental instruction but the working out in the home of the teachings, the reading, the study which without this practical experience are but as sounding brass or tinkling cymbals. For this did Alice McClellan Birney found the Congress of Mothers and to this aim has this organization which honors her as Founder faithfully adhered through the long years in which it was a pioneer in this field, almost the sole standard bearer in her crusade against ignorance and indifference and irresponsibility. May we keep ever green the memory of the woman who first raised the call for parenthood to organize for its great undertaking!

As a certain and natural outgrowth of this "carrying of the mother love and mother thought into all that concerns childhood" came the establishment of cooperation with the schools, that the real unit of education might be maintained and son or daughter, scholar and future citizen, might be trained by the same standards in home, school and community. The overwhelming, almost spectacular success of the standardized parent-teacher movement has at some times and in many places threatened to

overshadow the fundamental reason for the existence of the organization. The greater stimulus of the crowd has drawn to the association those who find it easier to *do* than to *be*; but again the truth in the vision of the Founder has stood fast, and the amazing increase in our study circles shows the swing of the pendulum back to the normal balance—the equal responsibility of parents as individuals and as members of the group, for the development of their own children and for the welfare of all childhood.

As a result of this community of interest, this unity in responsibility, we have come to recognize our duty and our opportunity, as partners in a great enterprise, to set before the general public—busy, unconcerned, personally well-meaning but too involved in the process of making a living to investigate—the facts as to the inequality of the educational opportunity which is one of our nation's proudest boasts.

If we can attain and maintain these objects, we need seek no further aim; no side issues need distract us, no other channels for our activity need be sought. If each unit of the Congress of Parents and Teachers, from the great national assembly which makes our laws and lays down our policies by means of its delegate body, down through state and district and county branches, into the local groups, and from them to every parent, teacher and child lover in membership, will labor whole-heartedly, faithfully, to use to the utmost our unequalled opportunities for service, then indeed, within the lifetime of many who will read these words, may we hope to see America made safe for the children. God speed you in this task.

The Three Captains Cleveland Bound

AFTER one of the most exciting weeks in the history of the magazine we are happy to announce the names of the winners in the CONVENTION CONTEST. Each of the following state chairmen has been presented with our check for one hundred dollars to be used in defraying her expenses to the National Convention.

CLASS A—MICHIGAN—State Chairman, Mrs. E. J. Williams.

CLASS B—KANSAS—State Chairman, Mrs. M. E. Helmreich.

CLASS C—ARKANSAS—State Chairman, Mrs. E. J. Kueck.

MICHIGAN's slogan, "First in 1928," has thus become a reality. Every district and local chairman has had her part in this accomplishment. To quote Mrs. Williams' own words, "I am humbly grateful that I have been the channel through which this dream could be realized for Michigan, but even then, no matter how hard I might have labored, it could not have been accomplished if all of Michigan had not cooperated with me so splendidly. In looking back over the work I never sent out a request for a little harder work and a few more subscriptions but they were forthcoming."

With the exception of one month, KANSAS has held first place in Class B throughout the contest. To retain this leadership required specialized effort as North Carolina, Minnesota and Tennessee contested every step of the way. In reaching its goal Kansas practically doubled its net circulation.

At the beginning of the contest ARKANSAS stood sixth in its class, but in spite of floods, cyclones and quarantines, the chairman of this youthful Parent-Teacher state carried through to a well earned victory.

Congratulations!

CHILD WELFARE MAGAZINE

Some Thoughts for Parents

By H. ADDINGTON BRUCE

Author of "Your Growing Child," "Psychology and Parenthood," "Handicaps of Childhood," etc.



IT COSTS about \$2,000,000,000 every year to maintain public school education in the United States. An army of nearly 1,000,000 teachers cooperate in the superlatively important task of fitting the young to meet life's demands. Yet not even in point of education for economic efficiency—for earning power—can we boast of completely satisfactory results.

Undeniably, enough economic capables are produced to give the United States primacy among the great industrial nations of the world. But at the same time every philanthropic agency in the land is hard pressed to cope with the problems raised by a multitude of economically incapable men and women. And over against a rise in the curve of per capita wealth we have the spectacle of a rise in the curves of such social evils as are connoted by the words vice, crime, divorce, insanity, nervous disease, and suicide. The need for reckoning with this latter rise is so manifest that intelligent people everywhere are standing aghast at the contrast between our material prosperity and the prevalence of lawlessness, restlessness, and misery.

"There must be something radically wrong with our schools," is the well-nigh universal cry, echoing the condemnation first voiced a good many years ago when the eminent Charles W. Eliot, then president of Harvard University, affirmed:

"Our common

Children do not learn from copybook maxims. They learn from example. They do not learn nearly so much from what their parents tell them as from the way they see their parents behave.

schools have failed signally to cultivate general intelligence, as is evinced by the failure to deal adequately with the liquor problem, by the prevalence of gambling, of strikes accompanied by violence, and by the persistency of the spoils system."

This last phrase has an ominous tang at this very moment, shocked as we are by the revelations of the Teapot Dome scandal. The grafters, the corruptionists, the national despoilers who have been dragged from their pedestals of supposed patriotism by the Senate investigators, were men who had the benefits of American schooling. Are they any credit to their school teachers? And what of the school system that sends into the world not only devotees of greed and faithless public officials but Hickmans and Ruth Snyders and Judd Grays?

These are natural questions, inevitable questions. "There must be something radically wrong with our schools," is the answer that springs impulsively to the lips.

Well, I am not a school teacher. I am not even an attorney retained to speak in behalf of the schools. And I do believe that school authorities are derelict in the emphasis they put on *methods* of instruction

as compared with *objectives* of instruction and the personality of instructors. But as one who for a quarter of a century has been giving much time to the study of human behavior and its condi-

tioning factors, I must in all honesty add that I do not feel that the schools are nearly so much at fault as is the American home.

It is time, it is more than time, that American parents grasped and took to themselves the vital truth that one does not send one's children to a school as raw material is sent to a factory. The child comes into life as raw material. No doubt of that. The child does not come into life with an inborn tendency to evil—the old “innate depravity” doctrine—or with an inborn tendency to good. The child comes into life as a little plastic creature responsive—and immediately responsive—to the influences of the home into which it is born. And the process of its transformation from raw material to finished goods, begins the instant it is subjected to life's experiences.

In the home, during the first years, perhaps during the first months of life, its character-building is willy nilly begun. I am not prepared to accept the theory, enunciated by one authority on child nature, that most spoiled children are spoiled during life's first six months. But I do believe and would insistently maintain that in the so-called pre-school years are laid the foundations of life-attitudes that impel the child to become either a socially useful man or woman or a weakling at the mercy of personal desire, internal ill-health, and external circumstance.

And the dominant home influence—my parent readers, I beg you to dwell mentally on this—is not the kind of instruction that the child directly gets from its father and mother, but the indirect instruction it gets from its father's and its mother's own life-attitudes. Children do not learn from copy-book maxims. They learn from example. They do not learn nearly so much from what their parents tell them as from the ways they see their parents behave.

So that a lazy, socially indifferent, on-pleasure-bent, take-things-easy parent cannot in fairness expect the school to transform his or her child into an industrious, socially effective, conscientious man or woman. Luckily the school does in many

instances effect this miraculous transformation. But the odds are all against its doing so, if only because character-trends are pretty definitely formed during the pre-school years, and throughout the school years the home influence naturally is likely to outweigh the school influence. Good home, good child is the rule, whatever the shortcomings of the school; bad home, bad child is equally the rule, whatever the school's merits.

Lately, talking to a State Congress of Parents and Teachers, I gave an hour to elaborating the findings of medical psychology that go to validate the principle here outlined. After my talk I was astounded when a lady approached me with the declaration:

“I want to speak for the opposition. I want to protest in the name of parenthood against the contempt in which teachers hold parents.”

As already said, I am neither a school teacher nor an attorney for the schools. But for the life of me I could not help responding:

“Surely, madam, you will agree that criticism of parents by teachers is again and again justified, when you realize that the best efforts of a teacher to inspire a child with a real enthusiasm for the good, the beautiful, and the true, may be more than offset by the influence of parents who set their children an example of emphasizing minor values.”

To be sure, teachers gain nothing by railing against parents who, all unconsciously, are on the wrong track and are putting their children on the wrong track. The children will be the great sufferers from any conflict between parent and teacher. In the parent-teacher relationship, as I see it, the big thing for the teacher is sympathetically to help enlighten the parent when enlightenment is necessary. The big thing for the parent is, for the sake of his or her child, to be willing to learn from the teacher, and from every other trustworthy source, what counts for the child's best interests in the home as well as the school life.

My Child Leads a Dog's Life

BY JOHN M. MARTIN

Instructor, Moraine Park School, Dayton, Ohio



THERE seems to be considerable ignominy attached to that common expression about certain individuals "leading a dog's life." And yet, as a fond father and a teacher of many years that have been enriched through close, personal contact with children, I feel certain that most of us are born with a natural inheritance of characteristics which are ordinarily attributed only to puppies. I feel equally certain that, if we would only swallow our pride and admit this fact, we should not have so many publications asking, "What Ails Our Youth?"

For years I have observed in my classroom the antics, the pranks, the playfulness, the restlessness, the mischievousness, and the destructiveness of *puppish* youngsters. What teacher has not lost heart at times over text-books with leaves deliberately torn out, paper wads flying with deadly accuracy, little, explosive yelps so closely akin to the canine, desks chewed to fragments with whittling, and over a thousand other omissions and commissions which must be credited to *pup-ilage*? In my *pup-ils* I have found a constant and interesting object of study in the semblance of these two species of the animal kingdom—children and *puppies*.

Recently I was presented with a very fine specimen of German police dog. His brief eight weeks of age and consequent, natural puppishness win for him almost instant affection. This animal came to me with all the necessary paper credentials to show that he is blue-blooded and pedigreed. For my guidance as to his future welfare and his proper up-bringing I was furnished with adequate information concerning his father, mother, grandfather, grandmother, special markings, tendencies, features, etc.,

etc. In addition, because I was conscientious enough to admit my ignorance on the needs and care of police pups, I received an imposing list of "do's" and "don't's." Needless to say I feel a tremendous responsibility in the raising of this particular, thoroughbred puppy.

I have never been given such careful information as this concerning the unknown qualities and quantities of a boy or girl with whose upbringing and training I have been entrusted.

However, the point I wish to emphasize is this: the boasted blue blood of my police pup has not robbed him of the common, ordinary puppy characteristics. Pedigree or no pedigree, he will chew a shoe, bark a little, dig a hole, whine a little, roll in the dirtiest dirt, and sometimes refuse the very foods which are calculated to do him the most good. In common with my young son he is lovable, clumsy, playful, stubborn, perplexing and puzzling. And yet, somehow, I am not worrying about that dog's future. I seem to have every confidence in the ability of that clumsy, awkward, exasperating puppy to emerge from this stage into a fine, gentle, useful animal.

Because of this faith, which we so often lack in dealing with children, I find I am most patient with the pup. When he makes the same mistake I am firm in my correction, but never unkind, because I am *consciously making allowances for the puppy period*. I do not keep a strap hung near his kennel to serve as a threat against misbehavior. I rather *expect* that misconduct. I reflect, to my shame and sorrow, on mistakes I've made in dealing with children: that I never remember being so unreasonable as to refuse to give a *pup* his supper as a punishment for digging up a choice

geranium, or tracking his feet across the clean kitchen floor, or failing to come instantly when I called. In short, I believe I have a little dog sense in common with most people in dealing with young dogs.

But how utterly inept most of us parents are in the same training and care of our boys and girls who are passing through that "puppy" age. We threaten, coerce, shake, and sometimes even strike their delicate, sensitive little natures for the most trivial, natural acts. I cannot imagine that my little boy or girl finds any real delight in falling headlong down on a gravel path, not even when the child is dressed in a brand clean suit or frock. And yet only too often the irate and exasperated parent feels in duty bound to add to the miseries of skinned shins and scraped elbows by administering a sound shaking accompanied by bitter reprimands for such *wilful* clumsiness. I wonder what kind of a dog we would expect a poor little puppy to grow into, if we slapped it and scolded it just for falling down?

Surely in this day of unprecedented scientific advancement we need ever more and more the services of those specially gifted in the science of child welfare and understanding. Most of us nowadays can boast of a pretty thorough knowledge of the intricacies of golf or bridge; many of

us can exhibit marvelous patience while laboring over the faulty mechanism of the family car. But how woefully few are those who even pretend to understand the slightest mental processes that go on in their child's mind.

Only when we remember that nature would have us to be boys and girls before being men and women shall we be more successful in this business of fatherhood and motherhood. What greater folly than to expect a little child of five years to reason and see things from our own thirty-year-old point of view? Let us keep our faith in the naughty, cantankerous "puppy"; let us have more forgiveness, more sympathy, and, above all, much more patience; let us vow from this day henceforth to be righteously wrong rather than heartlessly right in all our dealings with children.

Many a boy and girl would have a far happier childhood, with far brighter prospects of useful manhood and womanhood, if the parents would use even half the patience and consideration that is necessary in the raising of a good dog. And many a father and mother could hope for a richer reward in heaven, I'm sure, if they allowed their children a little of that God-given, natural inheritance of "leading a dog's life" rather than just being *dogged*.



The National Publicity Exhibit at Oakland.

Home Projects Improve Home Conditions

BY IVOL SPAFFORD

State Supervisor of Home Economics in Alabama

FRANCES was a year old in September, 1925, and weighed fourteen pounds. She could not sit alone and showed little interest in her surroundings.

"Bringing Frances up to Normal Weight" was the home project selected by Frances' sister in her second year of vocational home economics. It was not possible at that time to take Frances to a baby specialist. The project began with a study of her food and general health habits. References on child feeding were read, a trained nurse was consulted and it was decided that she was not receiving the right kind of food. The sister worked out a balanced diet and a feeding schedule, planned her meals, prepared them when she was home and provided for recreation and rest. The child began to improve at once and in less than six months could stand. Later she was taken to a baby specialist who pronounced the trouble rickets but said that he had no changes to suggest either in the diet or schedule.

A year later her sister wrote the home economics teacher that Frances weighed twenty-six pounds, walked everywhere, had a mouthful of teeth and was talking.

IN another school, all the girls in the vocational home economics class were talking about the home improvements they were making. Jewell didn't want to be left out but their house was old, too small for the family and there just wasn't any way to improve the inside. Finally she decided

"What the school girl does out of school is the final test of what she is getting in school."

Schools should teach girls the principles of home improvement, and of budgeting, account keeping, and planning one's work.

Examples of good home projects:

Working out a family canning budget and then doing part of the canning.

Planning, marketing, preparing and serving supper for two or three weeks.

"Getting my clothes ready for summer."

Making oneself a more comfortable person to live with.

that maybe by fixing up the yard she could make the home look better. The teacher found the mother little interested in the yard because they were going to build a house "some day" and there was no use in planting shrubs and flowers until the house was built.

Being young and enthusiastic, the teacher began talking about the new house and looking up simple plans. The

interest of an outside person who knew where to get information and help seemed to be the very thing needed to make "some day" become "now" and the father and boys with the help of a carpenter built a simple six room house. Jewell and her mother refinished furniture, painting and upholstering when it was needed, and papered two rooms. The project is still going on. The yard is being fixed this year.

Using instruction received in vocational home economics classes in solving home problems is considered a very important part of the school instruction in Alabama. Every girl enrolled in such classes carries home project work as a part of the course. The vocational teacher believes that "what the school girl does out of school is the final test of what she is getting in school."

As the school instruction includes a study of family relationships, child care and training, home management, the care and furnishing of the house, foods and clothing, the girls select projects from all phases. Each girl talks over with her mother what she

has been studying, the class discussions, and the teacher's suggestions. With the help of the mother she selects a job which needs to be done at home and in the doing of which she can use what she has learned or is learning at school.

The studying of budgeting, account keeping and planning one's work has resulted very helpfully. For example, family accounts were kept by the oldest daughter in one family, and the following year the younger sister, who had just begun home economics, took this over. They also worked out and posted schedules for the routine work of the home, and they are changing jobs each week in order that they may "learn everything about homemaking."

ANOTHER girl in writing her project report said, "I have learned what an ideal kitchen is. Although we didn't have the things required to make one, we have raised the working surfaces and rearranged things to make it a step-saving one. I am still working on it and expect to have an ideal step-saving kitchen so that it will no longer be drudgery to prepare and serve a meal."

Making desserts, baking cakes and canning tomatoes are good home practice jobs related to the class instruction but they are no longer called home projects. Such work must be made a part of the larger family food problem to be a "project." Working out a canning budget for the family and then canning part of the fruit or vegetables, making jelly, preserves or pickles makes "home practice" a very acceptable "home project."

Planning, marketing, preparing and serving supper for two or three weeks is a common project. However, supper is just one meal and to feed a family, one must think of all three meals. A number of girls are carrying on a co-operative piece of work with their mothers in which all the meals are planned, the market lists made out and a girl does a part of the preparation, such as suppers, for two or three weeks, or breakfast and suppers each twice a week and Saturday dinners for the entire period. In this way the girl has become familiar with the larger family food problem.

Making a dress or suit of underwear at home very similar to the one made at school is *home practice*. "Getting my clothes ready for summer" is a *home project*. In doing this, the girl goes over the clothes she already has, plans how they can be freshened up or altered if necessary and discusses with her mother the new clothes to be purchased ready-made or made at home. One girl was most interested in her project of getting her mother's clothes ready for a trip she was to take.

IN another school members of a vocational home economics class, talking about traits of persons they liked, drifted into a discussion of "the girl I'd like to be." Each girl decided to work on the trait which made her hardest to live with. One of the group said to the teacher later, "My younger brother and I have always quarreled a great deal. At first I thought I would leave him entirely alone. Then I decided I would try each day to do one thing for him that I knew he wanted done. It's been such fun and he's done so many nice things for me."

Samantha, of another school, wasn't at all satisfied with the way things looked at home. She interested her high school brother who was in the vocational agricultural class and they began grading the yard. Cement steps and a walk were made. A lattice under the house and a trellis fence at the side to shut off the view of the back yard were built. Shrubs were set out and a rose garden started in front of the trellis fence. A built-in cupboard replaced an unused chimney between the kitchen and dining room. The old bricks of the chimney made a vegetable and fruit storage pit. Book shelves have been made and furniture refinished. The father has promised to paint the house this spring. A brother working in the city sends money every now and then for new curtains or varnish or whatever is needed.

In the community where Samantha lives six girls in vocational home economics classes had brothers in vocational agricultural classes. These girls and boys started joint home improvement projects in which the entire family co-operated. Last year in that

same community vocational girls and boys and their families carried on home improvement projects in thirty homes. Twenty-four neighbors of these families started similar projects and the public school and three churches set out shrubs and otherwise improved their yards.

The boys and girls attending the same school as "Jewell of the new house" had fifty-eight family home improvement projects under way last year. Every school in the state teaching vocational home economics had some. In one community where malaria was prevalent the big project was better drainage around the buildings and screening of the houses. In another, it was cleaning up the yard and general repairs around the home such as hinges on the gate, new steps and replacing worn-out boards in the porch floor.

THE girl who gets the most out of her school instruction is using it at home while she is studying it at school. This girl has a mother who encourages her, who gets acquainted with the teacher and invites her into the home. The girl then has her mother's home experience and the teacher's

college training working jointly through the school laboratory and her home, to help her become a more useful member of her family today, a trained homemaker of the future.

Home improvement projects are being made an important factor in all communities having both home economics and agricultural departments. Teachers of both departments believe that the two things for which parents are working hardest are better educational opportunities for their children and better home conditions. They also believe that as the parents provide better educational opportunities for their children by keeping them in high school, it is a responsibility of the vocational teacher to see that the education results in better home conditions now as well as in the future.

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Anson County, North Carolina, Bread Club.

Protecting Baby's Eyes During His Sun Bath

BY B. FRANKLIN ROYER, M. D., Sc. D.

*Medical Director of the National Committee for the Prevention of Blindness,
New York City*



Paul Parker Photo.

Watch the Shadow!

SUN baths for babies have become popular. Their great value in the promotion of healthful growth and in averting or curing rickets and tuberculosis is well recognized by the medical profession and by the public in many places. Physicians who specialize in giving scientific advice on the rearing of children or in curing babies and children of their ailments, regularly recommend sun treatment and advise about protecting the skin from severe sunburn.

Many mothers and a good many welfare workers become concerned about the possible effects of sunlight on the interior of the eyes of a baby receiving a sun bath. In order to assemble the facts, risks or fallacies concerning such exposure, and with the hope of securing dependable suggestions as to what advice might best be given, the National Committee for the Prevention of Blindness recently asked the views of a number of eye specialists and baby specialists.

It will be a relief to anxious mothers to know that none of these eminent authorities have ever seen the eyes of a baby permanently damaged by exposure to the sun during a sun bath. This group of physicians agree that it is not advisable that the baby lie on its back exposed to the mid-day sun

in summer, and the pediatricians pretty generally advise that in summer the sun baths should be given only in the morning and afternoon, approximately before ten and after three o'clock. All of these medical specialists advise that the same precautions be taken to prevent too rapid burning of the skin and tissues of the eyes, as with other parts of the body.

The muscular shutter at the front of the eye (the iris) and the little granules of dark pigment that give color to the eye and shut out excess light are sometimes not fully developed until a few weeks after birth. It would probably be wise, for the first month of life, to make some provision for protecting the eyes and eye tissues from any considerable exposure to the sun. The carriage hood suffices.

Usually, by the time the specialists are advising sun baths, the only eye precaution that need be taken during exposure is to have the child's feet directed away from the sun. While lying in this position morning or afternoon, the sun's rays will strike the top of baby's head and forehead, the overhanging brows and the eyelids, but the rays of sunlight will not pass directly through the pupil to the center of the retina, that part of the inside of the eyeball concerned with sharp vision. As a rule, the baby more than a month old or any young child will close the eyes if the light is too strong, or will indicate to the person charged with its care, by restlessness or by crying, if any eye discomfort or irritation is produced.

Generally speaking, the health value of the sunlight bath far outweighs any possible danger to eyes or vision. Just a little common sense is required in planning comfortable safeguards for baby's eyes during his sun baths.

Parents *and* Examinations

By KATHERINE P. COWIN

EACH year as the time approaches for final and for college entrance examinations anxious parents begin to wonder whether their children are going to be able to pass these tests in a creditable manner. This is a very natural feeling on their part and their anxiety would do no harm if they could keep to themselves the misgivings which do so much damage when passed on to their sons and daughters.

The need for anxiety on the part of the parents would be very much less had fathers and mothers given some time and consideration in earlier years to the subject of examinations. For it is of great importance that children should be taught from the first grades to look upon all tests and examinations as a perfectly simple and natural part of the school work, not as some fearful crisis to be anticipated with dread and approached with fear, but just an inevitable part of the year's progress, no more to be dreaded than the daily routine. This is not impossible.

As a rule, teachers endeavor to put the children into this comfortable frame of mind, but their work can quickly be undone by the attitude of the parents at home who nervously inquire, "When are your examinations, my dear?" and add anxiously, "Now I do *hope* you can pass them," and who say to their friends in the presence of the children, "Poor Tommy has examinations next week. Isn't it *dreadful*? How the children ever bear it I can't *see*. You know *I* was never very good in examinations. It was the *greatest* relief to me when school days were over," etc., etc.

Examinations are no doubt a trying part of our educational process. However they seem to be here to stay, and the best that parents can do is to make them as bearable

as possible by helping the children to prepare their daily work in such a way that they will have no reason to look forward with consternation to examination time, and will approach any tests that are given without fear or self-consciousness.

IN the light of modern psychology it is easy to see how the parents can help the child by keeping unnecessary fears out of his mind so that he may go to his tests unhampered and unafraid. Without over-emphasizing the subject of examinations or alarming the child the teacher can do much to help him to conquer the technic of the longer examinations which he must approach in High School and before and during college.

Examinations are a test of intelligence as well as an inquiry into the student's knowledge of a subject, for the questions may be long, the time is limited, and a number of important decisions requiring intelligent judgment must be made. Even if well prepared, the pupil may fail because of bad management. He may answer unimportant questions too fully and leave insufficient time for the more vital ones. Where a choice of questions or of problems is given, success depends on choosing those which he is able to handle best in a given time.

The pupil who is slow and who, for that reason, has difficulty in finishing his paper on time should be given special training in concentration, and could be materially assisted by learning to economize effort. The child who expresses himself with difficulty also needs help. He cannot write page after page, his words flowing smoothly into well-rounded sentences; his written work is better when he can revise and rewrite it. This is impossible in the limited time given

for an examination so he needs assistance throughout the year in learning to express himself freely and fluently at first writing; and he also needs to learn to economize his time so that he may write carefully and well what he does write.

Besides improving the child's mental attitude towards examinations the parent can help him in an unostentatious way by quietly seeing that his physical condition is as good as possible when any important tests are to be given. This need not be done by saying to Tommy openly and irritatingly, "Now, Tommy, you must go to bed early. Examinations begin to-morrow." It would be better to see quietly that time is provided for the usual amount of rest.

THERE is, too, a tendency on the part of some young people in high school and college to indulge in an orgy of study and late hours just before examinations. They vie with each other in lateness of hours and tell how they keep awake with strong coffee

in order to "cram." This has been the traditional method for many years, so we cannot blame it upon the present generation, but we can try to combat it as a poor sort of tradition which could very comfortably be dropped. It is not necessary to accept this foolish expenditure of strength as an indispensable adjunct of examination time. If a student is not familiar with his subject, last minute cramming will not always save him!

And so the parents can do their part to help the children on to satisfactory achievement by keeping their minds free from the fear of dreaded examinations, by encouraging them to do their daily work so thoroughly that they will not need to "cram," and by keeping them physically fit.

Life will be for our children as it has been for us, a series of tests. We can help them to be ready for them, physically fit, mentally alert, with courage to meet them unafraid.

Your Best

BY NELSON ROBBINS

DID you fall in the race?
 Did you faint in the spurt?
 Where the hot dust choked and burned?
 Did you breast the tape 'midst the flying dirt,
 That the Leader's sprint had spurned?
 Did you ever do your best?
 Oh, I know your time was bad;
 But the game is not in the running, lad,
 The best of it, since the beginning, lad,
 Is in taking your licking and grinning, lad,
 If you gave them the best that you had.

Did your tackle fall short?
 Did the runner flash by,
 With the score that won the game?
 Did it break your heart when you missed the try;
 Did you choke with the hurt and shame?
 If you did your best—
 Oh, I know the score; I followed you all the way through;
 And that is why I'm saying, lad,
 That the best of the fight is the staying, lad,
 And the best of all games is the playing, lad,
 If you gave them the best in you.

The Run-About

By RAYMOND S. PATTERSON, PH.D., AND ANABEL CADWALLADER

GREAT emphasis is placed upon the care of infants. Laboratory research, clinical studies, and observation of common practices have taught physicians much about the hygiene of infancy, and have enabled them to supplement the mother's art of child management which has been handed down from generation to generation. The rapidly-falling death rate among children under one year of age indicates that mothers have been quick to apply to the care of their babies the knowledge gained by science. Most progressive health departments maintain clinics where mothers may bring their babies for periodic physical examination and expert medical advice. But after the baby period is passed, and during the "run-about" years (from two to six), the child too commonly fails to get the close attention which he needs. The run-about period has been very aptly termed "the neglected years."

Many school boards are inaugurating admission clinics for the examination of children about to enter school, and thereafter the children are subjected to physical examination by the school physician at intervals and come under the continuous observation of the school nurses. Far too frequently it is discovered in the examinations given in the admission clinics that serious physical defects have developed or that bad mental habits have been allowed to form. As in other instances, cure is more difficult and costly than prevention. The wise mother will not neglect her child during the run-about years, but will have him examined by her family physician or at a baby clinic to forestall the development of defects and wrong habits.

The conscientious mother also will want to know whether in the home her child is getting the care which his welfare demands. The following quiz sets forth briefly the



A Student of Nature.

questions which the mother should ask herself, and covers in general the essential points of hygiene for the toddler. Child hygienists have not overlooked him in the enthusiasm for preventing infant deaths, and detailed information about each question in the quiz is available in a number of useful pamphlets and books. The United States Children's Bureau, and most state and city health departments distribute informational pamphlets on the subject. One of the best, "The Child from Two to Six," can be obtained from the American Child Health Association, 370 Seventh Avenue, New York, if not distributed free by your state health department.

Despite the accumulation of scientifically accurate information and of agencies active in bringing the knowledge to the attention of mothers, misguided parents still accept the advice of neighbors or over-enthusiastic advertisers. Besides the tendency to

neglect the run-about, there is a danger that mothers will believe much that is not scientifically accurate or that they will place too much emphasis upon one or two temporarily popular health ideas, neglecting other hygienic precautions just as important.

One of the commonest pitfalls for the unwary mother is the so-called "health food," frequently a breakfast food, advertised as the maker of healthy, happy children. Exaggerated statements lead the mother to believe that she is doing everything necessary to meet her child's nutritional needs if she feeds him *somebody's flaked cereal* every morning. No single article of food can insure a well-balanced, adequate diet. Variety is essential. The mother who is

to feed her child properly should know the principles of nutrition.

The child, like man, does not live by bread alone. His mental development is as important as his physical well being. The subject is presented interestingly in "The Normal Child," another publication of the American Child Health Association. The mother who believes that if she sends her child regularly once each week to Sunday School she has done all that is necessary for his spiritual guidance is on a par with the one who feeds her child an advertised breakfast food and is thus satisfied that she has cared for his dietary needs. Mental and spiritual guidance are as vital as physical hygiene.

A Quiz for the "Run-About's" Mother

Is your child given a complete physical examination by a doctor annually?
Are all physical defects corrected, or, better, prevented from developing?
Does your dentist examine your child's teeth every six months and check decay?
Have you had your child immunized against smallpox and diphtheria?

Do you give your child a balanced diet, sufficient to maintain proper weight?
And do you vary the menu, but include green vegetables and fruit each day?
Can you induce your child to drink water on arising and before each meal?
Will he drink at least a pint of milk a day and not ask for coffee or tea?

Has your child learned to keep things—and his fingers—out of his mouth?
Does he wash his hands thoroughly with soap and hot water before eating?
Do you keep him away from persons with colds and other infectious diseases?
Have you regulated his diet and habits to induce two bowel movements daily?

Will your child brush his teeth and gums thoroughly once or twice a day?
Do you give him a warm tub bath at least once a week and sponge baths oftener?
Does he play out-of-doors each day; and live in cool, well-ventilated rooms?
And sleep twelve hours every night in a quiet room with windows open?

Do you guide your child's mental life by reading and story telling?
Are you his confidant, answering questions sympathetically and truthfully?
Is he unselfish, cheerful, and willing to do tasks assigned him?
Have you taught him to control his temper and to tell the truth?

THEN, INDEED, YOU ARE A HUNDRED PER CENT MOTHER

You can, if you wish, score yourself by crediting for each question five if your answer is "Yes," two if "Sometimes," and zero if "No."

The California Congress and Research

BY HERBERT R. STOLZ M. D.

*Director, Institute of Child Welfare,
University of California*



WITH the opening of the Institute of Child Welfare at the University of California the Parent-Teacher Association movement upon the Pacific Coast has entered upon a new and significant phase. The mothers of California are no longer content to wait passively for universities and institutions of research to take the sole responsibility for initiating research in the field of child development. They are bringing to the attention of institutions of higher learning the need for gathering accurate data on this subject and they are helping to support the research by contributions of money.

Thus the institute which has been established at the University of California is of

vital interest to each local Parent-Teacher Association in that State because each contributes a small amount towards the support of the institute and feels a sense of participation in the work. Each association has a stake in the enterprise.

By this arrangement the institute is comfortably housed in a large, rambling residence building on the edge of the University Campus with ample space, both indoors and outdoors, for the maintenance of a nursery school and with rooms for administrative and experimental purposes. On the other hand the California Congress of Parents and Teachers is definitely embarked upon cooperative research in the problems of childhood as a fundamental part of its program. Since the program of research is intimately tied up with the state schedule in Parent Education as well as with the State University, the Institute may well be said to have both the moral and financial backing of three important groups which are actively interested in the training of young people.

At the present time the staff of the Institute includes a Director of Research, two Research Associates, five expert Assistants in such special fields as Mental Testing, Pediatrics, Statistics, Public Health Nursing and Social Case Work. Six Research Assistants, as gradu-



"Look at the worm." A moment fraught with interest for the nursery school children.



Mrs. Pearl B. Crawford, Director of the Nursery School, surrounded by a typical group in the play garden.

ate students of the University give one-half of their time to the affairs of the institute and one-half to their own special research problems. In addition to the regular staff, there are perhaps a dozen graduate and under-graduate students who are engaged under the Director of Research in various projects for which the Institute furnishes facilities.

In connection with the nursery school, cumulative records of the children include data upon their physical status, reaction to mental tests, personality traits, water metabolism, habits of food and sleep, as a matter of routine. One special study is being made of the development of the mediastinal glands as shown by X-ray pictures at regular intervals, while another series of obser-

vations will show the course of development of the feet through a series of footprints taken every three months. Interesting investigations are also being carried on in the field of language development, emotional reaction, and reaction time.

Outside of the nursery school the Institute is conducting a study of the pre-natal, natal and post-natal conditions surrounding the birth of each child born in Berkeley. Data is collected from the records of the public health centers and through the cooperation of the people themselves. In this way an attempt is being made to discover why the city of Berkeley

has the lowest infant mortality rate of any city of its size in the United States. In other words, instead of the usual method of studying the causes of infant deaths this procedure will tend to emphasize those factors which produce healthy babies.

Although it is too soon to estimate the contributions which the Institute of Child Welfare will make to the knowledge of child development and the practical application of this knowledge on the part of parents, the auspices for the new venture are most favorable, and with the support of the University on the one hand and the California Congress of Parents and Teachers on the other, something worth while should result.

A Recipe to Preserve Children

"Take one large, grassy field; one half dozen children; two or three small dogs; a pinch of brook and some pebbles.

"Mix the children and the dogs well together and put them in the field constantly stirring.

"Pour the brook over the pebbles; sprinkle the field with flowers. Spread over all a deep blue sky and bake in the hot sun.

"When brown, remove and set away to cool—in a bath tub."

Problem Parents

BY GARRY CLEVELAND MYERS, PH.D.

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I

Parents Who Ridicule Their Children

LONG before the baby can express himself in words he makes sounds and gestures which we are able to interpret. Even then we sometimes smile and laugh aloud at his efforts of interpretation and expression.

By and by this little learner masters a few words and phrases. Sometimes he uses them in ways strange to us. Because of our ignorance we are often shocked by what he says; and because we always feel a strong superiority to him we are likely to respond by smiles and laughter.

Hardly are we aware of his language difficulties; rarely does it occur to us how tremendous is his task of mastering speech; seldom do we realize how very hard it is for the child to comprehend the words he hears, how hard it is for him to use these words as we use them. Only as we sense his task of getting meanings and of expressing them are we likely to acquire a sympathetic feeling. Once we become so wise as to begin to understand this little child we shall cease to be amused at his honest efforts; we shall cease to smile and laugh at his misfortunes; we shall cease to make his pains our pleasures.

YOU and I have had some pain-experiences like the child's. We have been at some social function, for example. There, following some question or remark by us we observed a smile exchanged between two of the company. We interpreted the smile to have been caused by us. We are sure that we did something wrong, something very stupid; they were making fun of us. What an awful feeling came to us! When any one talked to us in the meanwhile we found

it hard to answer them with concentration and enthusiasm. Again and again those smiles came to our mind; over and over we tried to figure out why they had laughed. Of one thing we were very sure: what we did must have been terrible. On returning from the party we find ourselves reflecting on those smiles and speculating on the cause of them. We feel depressed and blue; we are discouraged and disgusted with ourselves. We arrive at home with a general feeling of discomfiture. We go to bed distressed and may not fall asleep at once because of our imagination centering about the smiles. Those smiles may wake us up or force themselves into our dreams. Of course we may discipline ourselves to rise above such foolish fear experiences; but the chances are that most of us have on a few occasions fallen short of such self-control. But how shall we expect the child to build up like resistances? All the while we are resolved to be more cautious; we guard our speech; we censor our remarks; when we are at all in doubt we keep silent. Ridicule is for us too costly to be allowed if we can in any way prevent it. Every new experience of this kind tends to make us more cautious, more conscious of ourselves, and fearful lest we shall err socially in the presence of others, and to make us over-critical of our statements when we speak. All these events and emotional difficulties render our remarks and our manners less interesting to our associates. When, therefore, we are least comfortable, we, as a rule, are least attractive.

Now when the child says something which to us seems funny he is just as innocent of his remark as we were at the party.

He has just as hard a time attempting to discover what stupid thing he has done to cause our ridicule. He had not meant to be funny; what he said or did was for him a serious matter. The child must be in a still more painful situation than we had been at the party. He recognizes our superiority. He knows we have often helped out of difficulties. All at once, we who have been his comforter; we in whom he has put all his trust; we who have helped him in many difficulties, have turned against him; we ridicule him; we make a fool of him; we become his enemy.

How terrible it is to the child when his parents ask him to repeat a question, answer or remark just so that their friends may be amused! About the meanest thing any grown-up can do is to steal a child's heart-strings and pawn them for a complimentary ticket to a show. Not even the hardest hearted parent would stoop to torture children so if they knew what they were doing. In almost every instance in which the child's feelings are sacrificed for the delectation of adults, the child alone is conscious of his suffering. In many instances, indeed, the torturing adult is not at all aware that he is inflicting pain.

IN addition to the child's unhappiness from such fears how tremendous is his loss in mental growth and personality! From the cradle onward he censors constantly his questions and remarks. You and I to this day find ourselves as silent as clams when to ask a question or to speak would lead us into mines of information. We often try to demonstrate our wisdom by our silence. We hesitate to speak lest we betray our ignorance and are ridiculed. What dread we have lest those with whom we mingle should be shocked or be amused at our stupidity. Shall our child have to grow up to be haunted by such fears?

An occasional child, however, learns to enjoy smiles and laughter at his own remarks. He interprets such attention as a sign of general approbation. He is exalted; he feels very self-important. So intoxicated by conceit, by and by he becomes a nuisance. Those who once were amused by his antics

are now repelled by them, but in accordance with his earlier habits he goes on trying to attract attention. How terrible it seems to him when he at last discovers that he cannot win approval, that he is ignored and even frowned upon!

SO, then, no matter what the ages of our children are, we parents who love them and who wish to build up rather than destroy their personality, will make it a rule never to laugh or to smile at any remark or question, at any effort at interpretation or expression by our children. We shall answer as well as we can all their questions and we shall answer them as kindly and as sympathetically as possible. When we are not able to answer them—and that will happen often—let us go searching with our children for the answer. The tiny child too young to read, will profit by our learning attitude: he will feel that his questions were worth while. The older child will be inspired by our leadership and will learn how to find answers to his own questions. The comradeship which comes along with such a sympathetic effort of the parent is also a contribution to home happiness.

Let us avoid suggesting to the child that he should be ashamed to reveal his ignorance. No matter how foolish a question may seem to us or how unimportant; no matter how we may be shocked that the child did not know the answer; no matter how sure we may feel that he could have made the correct reply himself, we shall not be so rude as to suggest that a younger child could answer it, or that we are surprised that he is so stupid, or that we are annoyed that he should ask a question when he "knows the answer." No one, as a rule, chooses to seem stupid or to annoy others when he is seeking information.

If we are very sure that the child can answer his own question, let us calmly and sympathetically lead him to see how he can answer it by using what he already knows. But let us not scold him or shame him for not *knowing* that he knows.

Our children discover readily that we parents are easily annoyed when they ask us questions which we find hard to answer.

They also learn that we are prone to bluff at times because we are too lazy to take the trouble to search for the correct answer. These children, therefore, have a hard problem to get us to be sympathetic toward their efforts at acquiring information and toward their efforts at expression. They have a hard time to keep from developing feelings of inferiority on our account.

If our children learn from early babyhood that whatever they say or ask will not be ridiculed but will be met by us in as good faith as they have meant it to be, they

are going to learn to talk freely and to develop good habits of enquiry. To help our children to learn with ease and to express themselves freely and without fear is to equip them with a means for social usefulness and for happiness among people.

The next two papers will be entitled:

II. Parents Who Are Discourteous to Their Children. June.

III. Parents Who Make the Social Graces Painful to Their Children. July.

WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

Classification

A—Adult. Adult pictures are recommended for those of mature viewpoint and experience.
F—Family. Family pictures are recommended for the general audience, including children of twelve years of age and over.

J—Juvenile. Juvenile pictures are recommended for children under fourteen years.

SR—Short reels are for the general audience.

W—Westerns, recommended for the family.

R—RATING

*—Especially recommended.

A—Good.

B—Harmless, but second rate as to plot and production.

R	Title	Class	Stars	Producer	Reel
A	Bright Lights	SR	Oswald, the lucky rabbit	Universal	1
A	Builders of Bridges	SR	Robert Bruce Scenic	Educational	1
A	Burning Daylight	A	Milton Sills-Doris Kenyon	First National	7
A	The Bush Leaguer	FJ	Monte Blue	Warner Bros.	7
A	Children of the Sun	SR	Life of the Incas	Metro. Gold. Mayer	1
A	Dog Heaven	SR	Our Gang	Metro. Gold. Mayer	2
B	The Faithless Lover	A	Eugene O'Brien—G. Hulette	Krehlbar Pict.	6
A	The Fighting Eagle	FJ	Rod La Rocque - Phyllis Haver	DeMille-Pathe	8
A	*Four Sons	F	Margaret Mann	Fox Film	11
A	The Goose Girl	FJ	Fairy story	Red Seal Pict.	3
A	Home Made	F	Johnny Hines	First National	6
A	A Hero of the Night	F	Glenn Tyron-P. R. Miller	Universal	6
A	Little Snow White	FJ	Fairy story	Red Seal Pict.	3
A	Midnight Madness	A	Jacqueline Logan-C. Brooks	Pathe	7
A	The Old Woman of the Wood	FJ	Fairy story	Red Seal Pict.	3
A	The Monarch of the Glen	SR	The deer in its native haunts	Metro. Gold. Mayer	1
A	*The Patent Leather Kid	F	R. Barthelmess - M. O'Day. (Very exciting war story.)	First National	11
A	Powder My Back	A	Irene Rich	Warner Bros.	7
B	A Race for Life	FJ	Rin Tin Tin	Warner Bros.	6
A	Silver Valley	W	Tom Mix-Dorothy Dwan	Fox Film	5
A	Sporting Goods	F	Richard Dix	Para. Famous Lasky	6
A	Tillie's Punctured Romance	F	W. C. Fields—Louise Fazenda	Para. Famous Lasky	6
A	Uncle Tom's Crabbin'	SR	Felix the Cat cartoon	Educational	1
A	We Americans	F	Geo. Sidney—Patsy R. Miller	Universal	7
A	The Wild West Show	W	Hoot Gibson	Universal	6
B	The Winning Goal	F	Collegian Series	Universal	2
B	Without Orders	W	Leo Maloney	Red Seal	5

May Day Bears Fruit

BY KATHERINE GLOVER

INTO the minds of a preoccupied and rushing people the idea of May Day for Child Health dropped five years ago as an inspirational medium to focus thought upon wholesome childhood on the traditional festival day of spring.

Of this idea one writer commented at the time:

"May Day in Europe registers the revolutionary tide of the year—sometimes higher, sometimes lower. In our American countryside May Day often passes unnoticed in the serious pageantry of spring; in our cities, beneath the surface gaieties of maypoles in the parks and charity fairs on the avenues, has more than once run the sombre undercurrent of the processions of the unemployed.

"This year by a singularly happy stroke of imagination, May Day has been dedicated to all the children of America and to the effort to give to each of them that wholeness of body and mind which might wipe out the old injustices and evils which ache within our social consciousness and mar the full miracle of the world re-born. Whether or not this really poetic impulse can be made strong enough to transcend the shackles of organization and give effective meaning to the old pagan festival, is measure of the strength and the integrity of those of us who give it at least lip service."

The impulse to stir a nation of a hundred million people to free its children of handicaps and give them health rights beyond those hitherto known held in it something so kindling to the imagination that it could not well lose its poetic impulse.

May Day *has* survived and *has* transcended the shackles of organization. It still holds within it the very essence of poetry. So strong has been the imaginative appeal that individuals, groups and whole communities have been roused to discontent if they were not definitely moving towards the hope of perfected childhood which May Day has thrown out. Under this stimulus very remarkable results have been accomplished.

In the large, May Day has become a

means of permeating the whole nation with higher standards of health for children, and the hope of wholeness. Specifically, it is helping to build machinery which reinforces these standards and fulfils this hope. Every state in the Union, as well as Hawaii, last year had a May Day organization. In thirty-five states that organization centered in the State Boards of Health, which means that there was official motive power back of this "poetic impulse."

The machinery which has developed is taking on permanence. In a number of states and communities May Day committees are continuously active throughout the year, May Day serving as a point of initiation and climax.

Leading national organizations have in several instances used May Day as a pivot about which they build campaigns looking towards the end of freer and happier childhood. Such, for instance, is the Summer Round-Up inaugurated by the National Congress of Parents and Teachers, a campaign to make every first-grader enter school physically at par, as an asset instead of a liability.

The challenge which May Day this year throws out to the country is to make the Child's Bill of Rights a living reality in the lives of as many American children as possible. Thirty-five national organizations are pledged to permanent endorsement of May Day objectives. These volunteer groups, combined with the official health and educational authorities, together with such forces as the American Federation of Labor, the Department of Agriculture, and Chambers of Commerce throughout the country make up a powerful vanguard which, leading on towards these seven concrete goals, should roll up great results under the banner of May Day, 1928.

Department of the National Education Association

Shall Schools Be Starved?

BY JOY ELMER MORGAN

Editor of The Journal of the National Education Association

Do you know what it costs to provide school for your child?

Have you ever compared that cost with what you spend for other things less important? Have you done your part to get for the schools the funds which will enable them to do well the heavier tasks that have inevitably come to them?

Most teachers are underpaid—so much underpaid that their position in the community is too low. *The average income of all gainfully employed persons in the United States for 1926 was \$2,010. The average salary of all teachers for 1926 was \$1,275.* The situation is worst in the rural communities where teacher leadership is badly needed.

Most schools are underequipped. They are doing without simple tools needed to make their work effective, as the average business man would not think of doing. Parent-teacher associations are often obliged to buy all kinds of petty equipment that should be bought from public funds as a matter of course. A community should thank the Lord that it has teachers who want to use modern equipment. Whenever it forces them to do without or to wait for the parent-teacher association to give a pie social, it is merely drawing off energy that should go into vital teaching of the children.

Does your school have a library which will create an intellectual atmosphere among the children? Is the variety of books sufficient to appeal to the tastes of all the children—to the boy who is fascinated by airplanes as well as to the one who loves history? *Would you be willing to have the intellectual life of your com-*

munity rated by the books on the school library shelves? Those books will largely determine the reading tastes of the children. The minimum collection of library books (not texts) in the poorest rural school should be equal in value to at least half the annual salary of the teacher. To afford less than that in view of the resources now available is simply to surround the child with a literary desert.

The total cost of our schools is really amazingly small when compared with the vastly larger amounts spent for waste, ill health, crime, and luxuries. *Every time we spend one cent for public schools we spend four cents for waste; four cents for ill health; five cents for crime; and five cents for certain luxuries.* According to the Bureau of Education figures for 1925 the total expenditure per pupil in average daily attendance for the nation as a whole was less than a hundred dollars—only \$98.10. The total expenditure per capita of population was only \$17.15. Divide that by 365 and the quotient is *less than five cents a day per capita for the cost of educating the nation's children*—the most important single activity of organized society. With wealth rolling up around us until there are billions in savings banks while at the same time we have hundreds of thousands of unemployed, can we afford *not* to spend more for the schools? Are many of these unemployed not really unemployable under present conditions because their education did not go far enough?

MODERN life and modern industry require a standard of personal fitness and a degree of informed intelligence not demanded under simpler conditions. To-

morrow's life will be even more exacting in its demand for informed effectiveness. Ignorance and lack of skill will be even costlier than now. The air age is upon us and to ignore its implications in terms of education is simply to handicap the unfortunate ones whose schooling is cut short or allowed to be less effective than modern conditions require.

The head of a great private university told the Department of Superintendence at Boston that too much is being spent for high schools. His remarks were resented by schoolmen who are close to the children and the people and who know the need for making the schools better. But those remarks so casually made will do harm. Such remarks from such a source remind one of luxurious wealth telling poverty how to live on less. They illustrate what William James once characterized as a certain blindness in human beings—an inability to put oneself in the other's place. The high school is the people's college and the people will make it better and will be willing to pay the bills, but many a taxpayer will oppose the necessary expenditures and satisfy his conscience by quoting the words of men who are so surrounded by the wealthy donors of their great private foundations that they tend to lose the common touch.

WE need not delude ourselves into thinking that the nation can afford to do less than its best by all its youth. People move about easily and depend much upon each other. An efficient secretary multiplies the power of the executive; a reliable housekeeper maintains the health and peace of the family. We are all one in the end and our children will be more intimately dependent upon the intelligence and good spirit of their fellows than are we today. The slow and sure process of education is the only way out. Our people have started upon that way and they cannot and dare not turn back, for it is the way of freedom and achievement. All that we put into the schools comes back manyfold. We put a dollar in education and gather two from our commerce; we build technical schools

and found new industries; we draw four million of our fine young people into high schools and lay the foundation for a new civilization. If we want that civilization to be fine and largeminded we must attract into our schools as teachers the keenest minds, the finest spirits, and the greatest hearts from among our young people. We must be as generous in equipping these schools as we are in equipping our homes, our shops, or industries. *We must keep the doors open to youth according to their talents*, in the elementary school, in the high school, in the college, and in the special schools of all types that are needed to prepare people to be happy and useful in home and occupational life as it exists today.

THIS means that those who believe in education have work to do. There are many who are not familiar with the modern miracle that is going on in the schools. They see the great buildings and the grand totals but fail to note that our extensive education is costing less than five cents per day per capita—less than the price of a poor cigar. Many of these persons who would restrict school expenditures are really sincere. They have thought so long in terms of business or industrial units that they do not see that when you cut down schools you cut down life opportunities; they have not visited the classrooms to look into the eager faces of the children. This means that every parent and every teacher must become an interpreter of the achievements and needs of the schools. *If we must make mistakes, let us make them in favor of the children.* Did you ever know anyone who seriously lowered his standard of living because of taxes? We never did. Can we afford then to starve education—fundamental alike to individual success and national security? Let us rather insist that money wisely spent for good schools is an intelligent investment which every community should make according to its resources, its needs, and its ambitions for its children.

Safety

Conducted by the Education Division,
National Safety Council



Risking the Movies

BY FLORENCE NELSON

AN important section of the form for a community safety survey prepared by the National Safety Council for the use of Parent-Teacher Associations is headed by the following question:

Are the places of assemblage to which your children go, such as motion picture theatres, private halls, clubs and churches, adequately protected in case of fire and panic?

How many mothers who permit their children to go to the movies alone (or even in the company of older people) have ever given any serious thought to the conditions existing in the theatre? Do they know whether there are adequate exit facilities in case of fire; whether fire-fighting apparatus is adequate; whether the requirements of the local laws regarding such places of amusement are being fulfilled?

The fact that a theatre is being inspected regularly by the local fire officials does not always insure protection on these important points. Witness the frightful disaster in the Montreal theatre about a year ago when seventy-seven children were killed in the panic resulting from the cry of "Fire!" The blaze itself was a small one and was extinguished without difficulty. The audience, terrified by the smoke which filled the theatre, became a frenzied mob. Two narrow staircases with sharp right-angled turns were the only means of exit from the balcony. Children rushing madly down these stairs were met by the crowd from the lower floor equally anxious to push their way to safety. A solid jam

occurred, converting these panic-stricken people into a living wall from which the life was fast being squeezed out. The smaller and weaker went down and the others trampled over them. Panic killed seventy-seven and injured hundreds; but the panic might have been averted if the crowd had not been overwhelmed by the hopelessness of escape.

The investigation following this disaster showed that although the theatre (a converted store wedged in between two buildings) had been regularly inspected by the fire department officials, no side exits were provided. It further showed that while the Montreal law provides that no child under sixteen shall go to the movies unattended, only four of the children were in the company of adults, and most of the seventy-seven killed were there without the consent of their parents. Not a single victim was more than eighteen years old, and the majority were between six and fourteen. The featured attraction on this day of tragedy was a film called "*Get 'Em Young*."

FORTUNATELY the larger motion picture theatres in our cities are well built, well ventilated, and provided with facilities for safeguarding their patrons. In the smaller houses, to which hundreds of children are attracted by the low price of admission, conditions exist which are worse than those found in this Montreal theatre. Small towns and villages are using buildings for movie shows which were never designed to

hold large crowds and in which there is a deplorable disregard of safety regulations.

In the village where I sojourned for a while last summer the nightly movie show was held in the second story of the town hall, a frame structure built in the days before the silver screen brought romance and adventure to these quiet spaces. The native population and the large crowd of summer visitors jammed themselves into this small room. A staircase about as wide as the average "back stairs" was the only means of entrance and exit. There were rumors of a door backstage, but nobody had seen it. Standees were allowed to crowd half way down the narrow aisles; the atmosphere was suffocating. Heaven knows whether there was any attempt at fireproofing the booth which held the projector and thousands of feet of flammable film!

THE regulation of motion picture theatres is a matter of local responsibility, and so far as can be learned, the laws regarding the attendance of children are quite generally disregarded. The sacrifice of seventy-seven young lives in Montreal should challenge us to action in our own communities.

In undertaking a survey of local theatre conditions it is wise first to consult officials of the Fire and Police Departments and secure their cooperation. A thorough investigation of existing ordinances should be made to ascertain if they are meeting local needs. It may be worth while to study the regulations in a neighboring town or city where the problem has perhaps received more attention.

Some of the important things to look for in surveying a theatre or other public meeting place are the following:

Fire Protection

- Portable extinguishers, axes, buckets.
- Adequate fire escapes, easily reached.
- Exit doors unlocked—plainly marked in large letters with red lights.
- Fireproof booth for projector and films.
- Cellar free of refuse and obstructions.
- Heating apparatus fireproofed.
- Clear passageways—wide aisles—no movable chairs—no obstruction on stairs, etc.

Ventilation and Sanitation

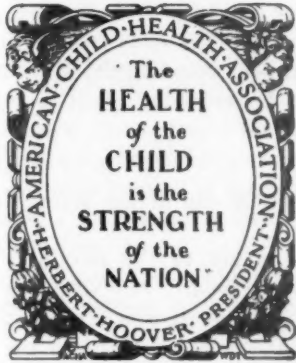
- Temperature, 62-70 degrees.
- Artificial ventilation provided where supply of fresh air is inadequate.
- Air kept constantly in motion.
- Separate toilets for each sex.
- Floors scrubbed daily.
- Upholstery and other fabrics cleaned at least once a month.

Every effort should be made to secure the friendly cooperation of the theatre managers in enforcing regulations regarding children; but whether their attitude is friendly or not, the enforcement of the law should be a matter for constant attention on the part of the police and other city departments.

The responsibility, after all, rests with the parent. The fact that her children were attending the movies without her consent does not absolve a mother when an accident occurs. And when her children are permitted to go to the movies she should have the assurance that everything has been done for their safety. If the public demands clean, safe, well-managed motion picture theatres they will be forthcoming. Competition is keen, and the manager is only too eager to secure popular approval of his enterprise. If children are kept away from the cheap, unsafe and unwholesome theatres they will cease to flourish and will eventually disappear from the community.

Backyard-Playground Campaigns

IN Buffalo the city planning associations recently offered prizes for the best backyard playgrounds with home-made equipment; 135 families entered the contest, and many others turned their yards into partially equipped playgrounds. Los Angeles has recently established a bureau of home play, one of its objectives being the encouragement of play space and play activities for children at their homes, thereby decreasing play in the public streets and other hazardous places. It has issued a plan for a backyard playground and announces that it is prepared to give aid through personal conferences, group meetings, and in other ways.



Child Health

CONDUCTED BY THE

American Child Health Association

ALICE FISHER LOOMIS, Editor

in co-operation with the professional Divisions of the Association

The Health of Your Child in High School

Introductory

IN the March number of the CHILD WELFARE MAGAZINE two articles appeared which form an excellent introduction to the series of programs for high school Parent-Teacher Associations which begins in this number. One was entitled, "The Adolescent," and sketched some of the special difficulties encountered at that period of life—the period during which young people are attending high school. The other asked the question, "Does the Modern High School Need a Parent-Teacher Association?" and answered it convincingly in the affirmative.

Believing, then, that there is work for high school Parent-Teacher Associations, this series is planned with the hope of helping them to understand the extent and quality of the school's existing health program, to see where it needs supplementing, and to realize the part the home must play in making it effective.

At the high school age the child comes into wider contact with the community, and is therefore more influenced by conditions and standards found outside either home or school. Parent-Teacher Associations in studying the health and well being of their adolescents, must inevitably take into consideration what the community con-

tributes, and its responsibility in this regard.

As the first step in such an effort it is suggested that the principal of the school—or some one he deposes—be requested to address the association on The School Health Program as a Whole, covering such of the following factors as apply to his school, or including others not listed here, and as he describes them, pointing out where the school particularly needs the co-operation of the home and how the Parent-Teacher Association can best assist:

The school plant from a sanitary standpoint.

The work of the doctor and nurse.

The type of physical examination given and the way in which this is used in planning the pupil's schedule.

The nutrition program.

The direct health teaching given.

The physical education and recreational activities.

If possible, also, he should treat of the "intangibles"—all those influences that go to create a right attitude towards health.

The current number deals with the necessity for unifying these varied contributions to a health program and suggests some practical methods for doing so.

I

Pulling Together

BY ALICE FISHER LOOMIS

IN seeking the health of its pupils the school cannot work alone; it must go hand in hand with the home, the church and other community agencies—official and private. While each has its special responsibility, good teamwork is necessary to secure the best results. Individual health cannot be separated from public health. Be the school program never so perfect, the pupils will suffer if the public water supply is contaminated, or if the milk they drink has not been kept clean and safe. Again, their development will be cramped if the community offers them no suitable recreational opportunities. Neither can the health needs of the pupils at school be considered apart from their home life. Where standards adopted at school are set at naught by home standards and practices, there will be a conflict resulting probably in the adoption by the children of the lower and easier standards. The Parent-Teacher Association is a group whose main business it is to keep the home and school working harmoniously, and in so doing it will naturally consider outside influences.

In working out a satisfactory health program the secondary school has its special difficulties, different from those of the elementary school, and it has been slower in tackling the problem. In the elementary schools of the country there is now an almost universal interest in the health of the pupils. While much of this interest needs direction, that it is *there* means much, and improved training in health education in the normal schools will gradually remedy the weakness. At present teachers, feeling themselves inadequately trained in this subject, are seeking assistance from outside sources; and one need only look through the advertising pages of an elementary education magazine to see the multitude of organizations—commercial and otherwise—offering “helps” in this connection. Health

has taken its place as one of the goals of education.

But when one comes to the secondary school all this is changed. The school is differently organized and there is a marked loss of interest in the personal health of the pupil. He finds himself no longer under the care of a single teacher who thinks of his health as one of her cares, but responsible to several teachers during the day's work. Each one of these teachers is a specialist in his own line, but there is seldom one who is a specialist in health. Probably every teacher and supervisor realizes that young people need education in health, but each one thinks it is someone else's job, and all are unwilling to trespass in another's field. Therefore, it being no one's business in particular to keep it going, the health program is in danger of coming to a standstill or of functioning imperfectly.

An adequate health program in a high school has three parts:

1. The provision of a school environment which is up to accepted standards of sanitation, and so makes it possible for the student to practice health habits during school hours. Under this head would come such things as hand-washing facilities, the lunch-room, and the heating and ventilating plant. This branch of the program is the most developed; we are proud of our secondary school buildings.

2. Supervision of the health of the individual pupil. This would include everything that would bring him up to the best possible physical condition and keep him there. Generally speaking, a good beginning has been made in this service.

3. Encouraging in the pupil health ideals and giving him health teaching—direct and indirect; training him in health practices and in the right attitude towards health questions. It is this part of the health program—the part of the faculty and the students—that is the most backward, and where the lack of overhead responsibility is most felt. It is in this part, too, that the cooperation of the parents, desirable throughout, is much needed.

To bring these three parts of the program together into a unified plan, for which

someone is definitely responsible, seems to be necessary in the best interests of the pupils. Otherwise we may have such situations as these: wholesome food provided in the cafeteria, but no plan for guiding the pupils in putting into practice the principles of nutrition learned in the Home Economics classes; an adequate health examination given by the school doctor, but his findings not consulted in grading the child in his physical training work; or excellent lessons in hygiene and public health given, while the drinking fountains are of a non-sanitary type.

Again, there may be duplication and overlapping, as in one school where records were to be found in six different places, making it impossible for anyone to get a picture of the whole child; or in another where the supervision of underweight students was being carried on simultaneously and independently by three departments.

In an attempt to meet such difficulties, schools have adopted different measures: in some, the responsibility for coordinating the health activities is centered in one person, in others in a faculty council, or, again, in a single department.

The Health Counselor

An examination of these methods in a number of schools seems to show that the first meets with the most success—that one in which the responsibility for the conditions and activities that affect the health of students and teachers, rests finally with a single individual. This individual is the coordinator, bringing together the health work of school doctors and nurses, the specialists, such as the physical education director, the advisors, the supervisors and faculty, the students themselves, and finally the parents.

The Health Counselor, as we shall call this health specialist, is a member of the faculty—perhaps the hygiene teacher, perhaps the school nurse or the physical director. He may even be a teacher from another department—preferably from the science department—the most important qualification for the position being a special interest in health, a broad conception

of the health program and the part each member of the faculty can play in it, administrative ability and the power to work co-operatively with others.

It need not be a full time job; indeed, it is desirable that the Health Counselor should remain a member of the teaching faculty, but in a large school it will probably be necessary to give him some assistance.

No matter from what department selected, the Health Counselor will need a committee to whom to report and who will assist him in carrying out his plans. Student and parent representation on this committee is to be considered.

The duties of the Health Counselor in high schools will be many and may be summed up as follows:

1. To understand and be able to interpret to the teacher and administrator the physical, medical, dental, and psychological examinations.
2. To supervise the sanitation of the school, especially as to air conditioning and provisions for preventing spread of infections.
3. To teach personal hygiene in such a way as to improve the health of the individual students taught.
4. To carry on personal supervision of individuals who present special health problems. This calls for conferences with students, advisors, teachers, parents.
5. To see all students returning after absence on account of illness, study their needs, and supervise their readjustment.
6. To study attendance records and report to principal monthly on absences due to illness, classified by causes; to recommend policies in this field.
7. To study cases of minor ailments and disabilities, as shown in physical education and rest-room records. Supervision of these students as in No. 4.
8. To prepare or supervise publicity on school health for school paper, bulletins for advisors, letters to parents, school and neighborhood posters, exhibits, etc.
9. To give talks in this general field to classes, advisory (home room) groups, parent-teacher groups, and faculty meetings.
10. To give counsel to teachers who apply for guidance in personal health problems.
11. To see that the students needing special attention are referred to the school physician, and by him to the family physician.

From this list of duties it will be seen that the Counselor comes in contact with the parents in two ways: in personal conference in connection with the special

health problems of individual students, and in group meetings of parents or the Parent-Teacher Association as a whole.

The Health Council

The second method for unifying the health program is the creation of a Health Council or Committee, consisting of the principal, the nurse, the physical director, a member of the Department of Home Economics, a hygiene teacher, and others as may seem desirable. *To this group may well be added a parent representative of the Parent-Teacher Association, to give the home point of view.*

Such Councils have been tried out and found to be successful in the secondary schools of one of the larger cities of the State of New York. As an example of what has been accomplished, one of these schools at the first meeting of its Council discussed a situation which was in pressing need of attention: The school provided a wholesome lunch, but the pupils had formed the habit of buying lunches of soft drinks and sweet stuffs at a neighboring store. The Department of Home Economics had been trying to cope with the situation, but found its influence too limited, and brought the question before the Council. It was realized that the cooperation of the parents was essential and as a first step a letter was composed and sent, setting forth the facts and asking the parents to work with the school officials in educating the pupils to eat proper lunches. Every member of the Council found that he or she had a part in the problem, and, all working together, it soon ceased to be a problem—the children were brought back into the fold! What no one teacher or department could do, was easily accomplished by the representative Council.

Two possibilities growing out of a School Health Council are the appointment of one of the number as the Health Counselor, with a certain proportion of his time to be devoted to the supervision and co-ordination of the health work being done. The selection would naturally fall on the one who had shown himself the most interested and the ablest in the group work al-

ready done. Such an appointment need not eliminate the Health Council—the Counselor rather acting as its Executive Secretary.

The other possibility—and a very desirable one—is the formation of a study committee composed either of the members of the Health Council, or of the administrative head of the school and all heads of departments, for the purpose of thoroughly examining into all parts of the health program and its administration and analyzing the contributions to it for the various departments. Its final duty would be to build up a unified health program based on the results of its study. This would be a long piece of work, involving probably the formation of a number of sub-committees and the development of study schedules, but the end would justify the labor. In the meantime the Council or the Counselor would be dealing with current problems as they showed themselves.

It may not be apparent how the parents would be involved in such a study, but it is probable that they would be called in from time to time, since the school life and the home life cannot be separated. Possibly there would be a parent member of each sub-committee, since many subjects, such as home economics and recreation, have a very direct relation to home life.

Two methods of unifying the health program of the school have been described, and after all they are very much the same. In the first, the Health Counselor is the coordinator, but he is backed up by a committee to whom he reports; in the second, the Health Council is the responsible body, but this Council has a chairman whose position is in many ways analogous to that of the Health Counselor. Both methods have been tried out with success; but other schools may find other ways. The thing desired is to develop a health program that will be an integral part of the school. The more nearly it is so, the less it will be in evidence. "Health stunts" will give way to a matter of course observance of the rules of healthy living, and very few procedures will stand out in the minds of teachers or students as "health measures."

Children and Their Parents

FIVE LESSONS PREPARED BY DOUGLAS A. THOM, M.D., *Chairman, Mental Hygiene Committee, N. C. P. T.*, and GEORGE K. PRATT, M.D., *Assistant Director, National Committee for Mental Hygiene.*

OF ALL the obligations which mankind is called upon to fulfill, being a parent is by far the most important. It behooves all of us to think seriously and to act cautiously lest we spoil in the workshop, which we call the home, much valuable human material.

This course has been thoughtfully and carefully prepared for those who would be better informed regarding some of the fundamental principles of child training.

LESSON III

Understanding and Managing Some Every-Day Problems. (1) Problems connected with Feeding, (2) Problems connected with Jealousy. Prepare yourself for informed discussion by reading the following:

"Child Management," Chapters on "Feeding," pages 6-9, also on "Jealousy," pages 9-12.

"The Prevention of Poor Appetite in Children"—all of it, 11 pages.

"Habit Training for Children," Chapters on "Does your child fuss about his food?" Also "Is your child jealous?"

QUESTIONS FOR OPEN DISCUSSION

Feeding

- (A) What effect does a nervous and high-strung mother have on her child's food habits?
- (B) Why is it desirable to "take the romance out of the meal hour"?
- (C) It is well known that every child (like every grown-up) has an urge to wield power and make others obey him. Give an example from your own experience of how meal times may furnish the child with an opportunity to gratify this urge. How did you deal with it?
- (D) Why is calmness and absence of a high tension atmosphere at the table necessary for proper digestion and for the prevention of undesirable food habits?
- (E) Imitation of the food likes and dislikes of grown-ups plays a very large part in the creation of similar habits in the child. Grandmother dislikes cereals and father says he "can't eat" spinach. When Tommy refuses to taste either food, what would you do?
- (F) Does every child of the same age, or even of the same weight require the same quantity of food?
- (G) Mary, aged seven, dislikes milk, all cereals, carrots and spinach. If made to eat any of them she invariably vomits. Describe, step by step, what you would do.

Jealousy

- (A) Every one possesses the capacity to be jealous. What are some of the things that bring it out to excess in certain people?
- (B) An only child becomes bitterly jealous when a new baby comes in the family. Describe four different ways in which this jealousy may show itself, even in disguised form.
- (C) Why is it harmful to both to "play" one child against the other?
- (D) Give the relationship (1) between jealousy and selfishness, (2) between jealousy and a feeling of inferiority.
- (E) How may traits of jealousy created in the child impair his success in life as an adult? Is jealousy "outgrown"?
- (F) Contrary to conventional opinion every parent, consciously or unconsciously tends to favor one child in the family above the others. How may parents realize this tendency in themselves? Once realized, what can be done about it? What things will make it difficult or even impossible for parents to recognize this tendency in themselves? Name some reasons why parents are partial to one child.
- (G) What are some of the things that can be done to prevent an "only" child from becoming excessively jealous or selfish?

For convenience and also to obtain the lowest quantity price, all of the pamphlets included in the required reading list have been collected together in a packet selling for 75 cents (post-paid) and obtainable from the National Committee for Mental Hygiene, 370 Seventh Avenue, New York City. In writing for this collection of pamphlets merely ask for "Packet 20" to be sent you.

The Book Page

BY WINNIFRED KING RUGG



OLIVE BEAUPRÉ MILLER performed a real service for children and for their mothers when she made her *Bookhouse Group of Right Reading for Children* (Chicago: The Book House for Children). In compiling the nine volumes which make up this group, Mrs. Miller has rigidly held to an uncompromising demand "that literary perfection shall be combined with the highest ethical standards and ideals of conduct." She believes strongly in the value of stories as a means of inculcating right ideas, admiration for what is good, distaste for what is evil. When she came to pick out stories for her own small daughter she found that there were many, even among those of literary merit, that were unsuitable in mood or content. The perplexities and the importance of her personal problem of selecting right reading suggested to her the need of a compilation for all children that would contain the very best.

In making her selection she has asked herself these questions. First, "Has the story literary merit?" If not, it was dropped. Second, "Will it interest the child?" Again if not, it was dropped. Then, "Is its underlying idea good, its standards sound, its spirit fine, its atmosphere beautiful?"

Applying her tests and grading her stories, to fit the ages from three to twelve, she worked out the six volumes of *My Bookhouse* called *In the Nursery—Up One Pair of Stairs—Through Fairy Halls—The Treasure Chest—From the Tower Window and the Latch Key*, and the three of *My Travelship*, *Nursery Friends from France—Little Pictures of Japan and Tales Told in Holland*.

The books are beautifully printed and delightfully illustrated. They are not only

excellent in themselves but we believe that they will stimulate a child's taste for other good reading. * * *

There is no need of giving a dissertation on the value of good manners in order to introduce such a book as *Manners* by Helen Hathaway (New York: E. P. Dutton & Co. \$3.). *Manners*, or the lack of them, even in this casual age, can determine the success of a boy or girl. Probably the most constant and the most exacting of all a mother's tasks is the teaching of manners. It depends so much more upon example than upon precept that failure seems all the more a family disgrace. "What boy will not be rude to his sister if he sees his father treating his mother in a discourteous fashion?" asks Miss Hathaway. Too often a mother has to train her husband, to say nothing of herself, before she can hope to have the slightest success with her children. Miss Hathaway's book will help. It is clear and exact, and at the same time is based on consideration for others, plus common sense. It is comprehensive to the last degree, including chapters on the proper conduct under every possible contingency and it will give first aid in many social emergencies. But the best way is to use it early—and all the time.

* * *

A book of interest for the homemaker or for the study group is *Homemaking*, a Profession for Men and Women by Elizabeth Macdonald and Forrester Macdonald (Boston: Marshall Jones Co. \$2.). It is the fruit of Mrs. Macdonald's work as Professor of Home Economics in Boston University and is based upon a study of the history of the family and the home and a scientific examination of the problems involved. Since it covers so large a field it can do little more than outline some of the phases of the subject, but the extensive bibliography and lists of questions for dis-

cussion suggest ways of carrying it further in study groups. The authors have not tried to present a plan for reorganizing the making of the home but they have outlined conditions as they exist, problems that are still unsolved, and the possibilities that lie in the application of trained intelligence to the best preservation of an ancient institution in a confused age.

* * *

Of making many reference books there seems to be no end, but now and then we find one development of the "condensed education" idea which makes all the experimentation worth while, so fully does it seem to meet the universal demand for information, in a time-saving, labor-saving way. *The Lincoln Library of Essential Information* (Frontier Press Company, Buffalo, N. Y., \$15.50 or \$19.50, according to binding) requires not a bookshelf but a corner of the library table—and that is fortunate, for you will use it so often that it is really not worth while to spend time in putting it away and getting it out again. In its nearly 2,300 clearly printed pages, including 800 illustrations, are to be found just the things you want to know, whether you are a business or professional father, with little time in which to keep up with good government and world relationships, the newest advances in science or manufacture or the best investments for your savings—if you are so fortunate as to have any; or a busy mother and homemaker, desirous of answering your children's questions, carrying your own education a little further, providing discussion for your Parent-Teacher meetings or learning how to conduct them according to Parliamentary Law. Or perhaps you have a high school student in the family, needing help in biography or chemistry, fine arts or languages, what to read, or how to write correctly; or your boys and girls may be in the grades and are asking questions about history and geography and mathematics—things you have probably long ago forgotten. In this sturdy volume lie the answers to all these inquiries, so that you may confidently reply to each and every one and still say bravely, "Ask me another"!

The Parent-Teacher Association could make no better contribution to the school library than this "First Aid to Teachers." It should stand beside the Unabridged Dictionary—and we venture to prophesy that it will be worn out long before its companion begins to show signs of use! If you want to write to the President of the United States or to urge your Representative to support some favored legislation; if you want to plan an address for your Lodge or your Parent-Teacher meeting, in fact, for almost *anything* you want, you may turn confidently to this really remarkable volume and it will not fail you.

* * *

"Home work"—what constant and perplexing demands this problem makes on the parent, under modern educational methods! Home work used to mean the study of an assignment in a textbook or a certain amount of memory work. Now it usually takes the form of working out a "problem" in geography or history or English, which involves the collection of material from sources outside the textbook. Who of us has not often been at a loss to assist our children in finding this material, well stocked though our private libraries may be?

There is only one satisfactory way to meet this difficulty. That is to provide the child with a good work of reference. An admirable work for this purpose is *Compton's Pictured Encyclopedia*, published by F. E. Compton & Company, Chicago. This is a ten-volume encyclopedia especially designed to furnish the assistance that the young student needs to accompany his studies, in elementary school, junior high school, and high school. It was prepared expressly to meet the need created by the problem-project method and the socialized recitation.

An especially noteworthy feature of Compton's is its policy of continuous revision. Twice a year the whole work is reviewed by its editorial staff, and all obsolete statements are corrected and the latest developments in all lines of knowledge are duly noted.

Poise and Personality

By ANNA H. HAYES

EDITOR'S NOTE.—Mrs. Hayes will be glad to receive and answer questions on this course. She may be addressed at 2083 Clermont Street, Denver, Colorado. Please enclose stamp for reply, if personal answer is desired. Otherwise the answers will be published in CHILD WELFARE MAGAZINE.

LESSON VII

Exercise. Ask four members of the class to demonstrate each a favorite exercise, in turn acting as leader for the class.

WITH the help of the members, review briefly the structure of: formal addresses—unprepared addresses—three-minute talks.

The members will have studied some of the subjects suggested in the previous lesson. Call by number, out of routine, asking each member for a two-minute talk upon any subject which she may choose. Ask the speaker to run quickly around the room before she begins, the value of such an exercise being in this case, a means of decreasing self-consciousness and increasing animation.

As each speaker finishes, ask her to take the chair, call the next speaker and introduce her to the group.

A list of popular subjects follows:

Reasons for a Parent-Teacher Association.
History, Aims and Purposes.
Specific Projects—Summer Round-Up.
Study Circle Subjects.
Committee Work.
Child Welfare Magazine.
The National Vision.
The Tree of the P.-T. A.
Standard Associations.

After all members have spoken, the leader may make impersonal criticisms, calling attention to errors in speech, incorrect standing position, failure to recognize the presiding officer, and other errors which may be recalled without reference to any one in particular. Avoid personal criticism unless asked for.

Ask each member to relate a brief anecdote or story which will apply directly to a parent-teacher subject, giving in every case the subject to which it applies. Keep

members talking as much as possible. The leader must keep in mind the fact that theoretical knowledge is of little help to the timid or inexperienced worker, unless opportunity for self-expression is given.

Opportunity for questions should be given at each lesson and if the leader is unable to answer any question, let her refer it to a member who is willing to make the necessary investigation.

Leadership and "Followship"

The author of the series has been asked by members of classes to prepare a sample address. Space permits using a very brief one for which the outline is first presented.

It seems wise to consider the needs of a special occasion, let us say an election meeting, an installation of officers or the first meeting of the year, and the talk which follows is designed to be used on any of these occasions. Because we wish to impress upon our people the obligation of members, both as leaders and followers in the group, let us call the talk "Leadership and Followship."

No outline is given for the introductory paragraph because it is assumed that the speaker will have the introductory paragraph practically memorized.

LEADERSHIP AND FOLLOWSHIP

Salutation—Opening paragraph.

QUALITIES OF LEADER 4

Vision—bifocal.
Courage—face situation—proceed.
Selflessness—channel—advance of cause.
Summarize three.
Faith—good worker—new recruit—opportunity.

QUALITIES OF FOLLOWER 4

Faith—3—motive.

Knowledge—obligation.

Willingness—impersonal service.

Summarize three.

Enthusiasm—swimmers.

Interdependence—Strength of the wolf is the pack.

The salutation, greeting the presiding officer and the audience, is followed by the opening paragraph which must introduce the subject.

There are certain seasons in the life of any organization when its success or failure is largely decided by the quality of its leadership. Our National President, Mrs. Reeve, in an article in the CHILD WELFARE MAGAZINE, has reminded us that leadership is one of the great needs of the Parent-Teacher movement. To those outside of the organization, the leaders are symbolic of what the organization stands for; to those within, the leaders are looked upon as *interpreters* of what the organization stands for; in each case a very important position to occupy. Nevertheless, however important the leadership, we must remember that the spirit of the membership is of equal importance, and that the most skilled general in the world could not win a battle without the army behind him. Let us think then, today, not only of leadership, but of followship as well, recalling the words of Kipling:

*"As a creeper that girdles the tree trunk,
the Law runneth forward and back—
For the strength of the pack is the wolf,
and the strength of the wolf is the
pack."*

I might enumerate many qualities which are desirable, which are in fact, necessary, for leadership, but of all of these, four seem to be of outstanding importance: *Vision, Courage, Selflessness and Faith.*

Vision the leader must have to see beyond the material confusions to the ideal toward which we are striving; but it must be bifocal vision, because a parent-teacher leader has no time to stop and change glasses when she would visualize the needs of her local and fit them to the policies of State and Nation. With this bifocal

vision, she must be able to see the home problem as it will react upon home people, but she must never for a moment forget that the smallest that a local may do is bound to be judged as a *Standard for Parent-Teacher Ideals.*

With this gift of vision, the leader may also see grave difficulties; thus she has need for the second quality, *Courage.*

She must have courage to face a situation, however difficult—although it would be, in many cases, many times easier to evade the issue—and then she must decide upon the right course of action, and have courage to proceed, often in the face of criticism and misunderstanding, trusting that her sincerity and honest effort are directed toward an ideal, rather than toward personal achievement.

This brings us to the third quality, *Selflessness.* The ideal leader is impersonal, caring not a whit about "the impression I make," but rather so deeply concerned about the work at hand as to be able to think of herself as an agent through whom the forces for good may operate, the channel through which the message of truth may flow. She must never take offence at a seeming slight, because, very likely, the *cause* has not suffered; she may never feel gratification over success or honors unless she may honestly feel that the cause has been advanced, and that those who have striven with her are likewise sharing the success. "There is no limit to the amount of good a man may do if he doesn't care who gets the credit," says a modern sage.

If you as leaders possess vision, that you may see aright, and courage that you may serve aright, and selflessness that you may serve aright, you must still possess one other quality, that of *Faith*—faith not only in the cause for which you strive, but in your helpers and in yourself.

It is an easy thing to ask Mrs. Brown to act as chairman of a committee, because she has done it so many times before and you are sure that she will not fail you, but this movement will not grow unless leaders are constantly giving opportunity to new recruits. We must, as leaders, have faith enough in our fellow workers to ask the

new and untried member to accept a task, supplying information where it is lacking and inspiration where it is needed, that there may be new standard-bearers when the present leaders move on. And realize, too, that you who are leaders would not possess the power which is yours, except through opportunity. Thus I beseech you, have faith in your work, have faith in yourself, but *do not fail to have faith in your followers.*

And you who are followers need likewise to have faith; faith in your leaders to direct you aright, faith in yourselves to do the task appointed, and faith in each other, confident that no one of your associates has a motive less pure than your own.

You must have knowledge of your task. Nothing else will so assist ability, as a certain knowledge of the thing which you must do, and as Parent-Teacher members we are not living up to our obligation of membership if we fail to seek that knowledge.

You must have willingness to work, giving to your task the same degree of impersonal service that a good leader must give, reading the deeds of others the *right intent*, even though it may sometimes seem that fellow workers are conspiring to do you ill. If the Parent-Teacher movement is worthy of your support, as it most assuredly is, you owe to it these qualities—faith, knowledge of your work, impersonal service, but most of all you owe the gift of enthusiasm.

Considering enthusiasm, there are three kinds of Parent-Teacher members, whom

we may liken to the small boys who go for the first swim of the season. First there is the boy who “crabs” all the way to the river, and when he arrives, makes no move to undress, but sits upon the bank, fretting because the water is sure to be freezing cold and there are “snitchers” down in the mud, this time of the year, and endless other unhappy possibilities. The second boy takes his clothes off, really intending to go in, but he tries first one foot and then the other, finds the water too cold, wishes that he were in, but is unable to summon courage enough to get wet to the ankles. The third boy as he reaches the bank snatches off his garments and with a shout, plunges in head first, disappearing altogether for a moment, then coming with a vigorous shake of his head and calling to the others, “Come on in, boys, the water’s fine!”

Let your enthusiasm permit you to jump in and get wet all over, and you, too, will find that “the water is fine.”

A membership and a leadership with abundant, enthusiastic energy, directed toward a worthy objective, can accomplish anything. Neither is effective without the other. Let us determine that through harmonious, selfless striving, we will become a power for good in the community and in the lives of our children, indeed, in the lives of all children within our great Nation.

*“As a creeper that girdles the tree trunk,
the Law runneth forward and back—
For the strength of the pack is the wolf,
and the strength of the wolf is the
pack.”*

Important Meetings in May

National Congress of Parents and Teachers	Cleveland, Ohio	April 30-May 5
National Conference of Social Work	Memphis, Tenn.	May 2-9
World Conference on International Justice	Cleveland, Ohio	May 7-11
Michigan State Convention	Grand Rapids	May 9-11
Colorado State Convention	La Junta	May 9-11
New Hampshire State Convention	Manchester	May 11-12
California State Convention	Santa Cruz	May 21-25
Vermont State Convention	St. Albans	May 25-26

The Round Table

CONDUCTED BY MARTHA SPRAGUE MASON

The modern Parent-Teacher Association no longer has a dull season. It has become an all-the-year affair, inasmuch as children are an all-the-year responsibility. As soon as school closes in the early summer the problem of "the wise use of leisure" becomes "the wise use of all the day." The Parent-Teacher Association and the Parent-Teacher Council can do much to solve this problem for the children of the community. One good solution—for the boys, at least—has been sent from Beatrice, Nebraska. It is good enough to be tried in hundreds of towns this very summer. There is plenty of time to put it into operation during June and July. What association will propose a project which will interest the girls who like to "do things" in the summer?—M. S. M.

A Summer Project for Parent-Teacher Associations

BY MRS. CARROLL O. STUCKENBRUCK

SPONSORED by the Beatrice, Nebraska, Parent-Teacher Council, a very interesting project was carried on during six weeks of the vacation period immediately following the close of school last year.

One of the members of the Council suggested the idea of summer manual training classes for boys. The plan was unanimously adopted by the Council. A committee, appointed by the president, conferred with the superintendent who enthusiastically endorsed the idea. At his suggestion, the Board of Education granted free use of the shop and equipment. A bulletin explaining the plan was issued from the superintendent's office and copies were given to all boys from the fourth to the ninth grades, inclusive. Local parent-teacher organizations urged parents to take advantage of the opportunity to enroll their boys for the classes. Within a week fifty boys were registered. The Kiwanis Club paid the tuition for four boys unable to pay their own.

The head of the department of manual arts in the Beatrice schools, who had charge of the classes, reported that the boys showed great interest in their work. The attendance was practically one hundred per cent of those registered. Some of the

boys were absent for a week attending the Y. M. C. A. camp, but were allowed to make up their work during extra class periods. The boys who had not been absent took advantage of the additional time—in fact, they worked as long as the shop remained open.

The classes were conducted on the same general plan as that used during the school year. Many useful pieces of furniture were made by the young craftsmen. The smaller boys made bread boards, tie-racks, glove and handkerchief boxes. One boy constructed a piano bench and a floor lamp. Two others made serviceable porch swings. Two of the older boys built a row boat. To their own pleasure, and to the delight of their parents and friends, they launched the craft on the Blue River.

Many of the boys have expressed a desire for a similar course this summer and plans for classes have already been made with the superintendent who heartily endorses the project. A much larger enrollment is anticipated this year. Both the Rotary and Kiwanis Clubs will probably give some free tuitions.

The following copy of the bulletin which was sent out from the superintendent's office explains the details of the course:

SUMMER SCHOOL MANUAL TRAINING CLASSES

TIME—June 6th to July 15th (6 weeks).

HOURS—Two periods of 1½ hours each.

Grade boys, 9 to 10.30 A. M. Junior high boys, 10.30 to 12.00.

PERSONNEL—Two groups, one of grade boys and one of junior high boys. Grade boys are those who have just finished the fourth grade, and above. Thirty boys may enroll in each group.

TUITION—The tuition will be \$3.00 for the term, payable in advance. It should be arranged for on the first day of the school.

MATERIALS—Each boy is to pay for what wood and other supplies he uses at cost prices. The average cost for a term of six weeks is 60 to 75 cents.

CLASSES—The work of the class is planned and arranged the same as the regular school work. The main object of the

project is to make a few hours of the summer vacation into a busy, helpful, and profitable enterprise, helping the boy to enjoy the fun of "making things for himself" and for the home.

PROJECTS—A few of the many articles that a boy can make for himself or the home: necktie rack, hooverboard, book-rack, bird house, taboret, jardiniere stand, table lamp, match boxes, and window boxes. Other articles may be made as ability and inclination direct.

ENROLLMENT—Enroll as soon as possible. It is planned to start actual work on the very first day of the term. Please use the form below. Return it to your teacher by next Monday.

I wish to enroll in the SUMMER SCHOOL MANUAL TRAINING CLASS, June 6 to July 15.

My name is.....
Age..... Grade..... Telephone.....
Parent's or guardian's name.....
Address..... Telephone.....
Date



*"The garden is going to wake!
The birds in their nests will sing
While the bending branches bud and
break
Into the leaves of spring!"*

June Vacation Number

A Mothers' Gymnasium Class.

The School and the "P.-T. A."

Partners—Mother and Teacher.

The Moral Influence of the Rural Teacher

Smother Love

Shall Colleges Be Closed?

Study Outlines, Vacation Projects, etc.



July—August Convention Issue

The Cleveland Convention.

Its Educational Value.

Its Social Side.

Program Plans for 1928-29.

A Message from the New President.

Study Circle Theory in Practice

BY GRACE E. CRUM

Chairman, Study Circles

As study group work is being completed really accomplished?" During the we begin to ask, "What have we year as we have worked out the study programs for CHILD WELFARE we have often wondered just to what extent we were meeting the needs of the group leaders. It is one thing to sit in one's study and evolve a series of outlines, and quite another thing to take those same outlines, or other material, and successfully apply them in actual practice. Your chairman was happy, therefore, to accept an invitation from Mrs. A. C. Fleury, President of the David Lubin Parent-Teacher Association, Sacramento, to conduct a series of twelve lessons in parental education and child study. The course is under the immediate supervision of the Part-Time High School, J. E. Carpenter, Principal, and under the general supervision of the State, Department of Education, Dr. Herbert R. Stolz, Chief. Parental education study groups have been included in the adult education program of the public schools of California with the result that 164 of such groups have been organized, embracing a membership of 5,000 persons. A special certificate is issued to those qualified to lead.

Following the general plan issued by the State Board of Education, the work was based on the following questions:

1. "What do you consider your weak points as a parent?"
2. "What are your problems in child training?"

In answer to the first question "impatience" headed the list, with a more than 50 per cent. vote from the mothers. Then followed other faults—unwise love; over-anxiety; too critical; lack of system, understanding, discipline; doing too much for the child; too much arguing and nagging. And so the list grew. With the recogni-

tion of our faults, came the desire to analyze and correct them. We spent, therefore, one third of our time on parental failings, with the feeling that if we improved our own qualifications as parents, the great majority of our child training problems would automatically disappear.

Based upon answers to the second question, we planned the following study programs for the remainder of the course; Historical Survey of Children's Rights; Books, Toys, and Santa Claus; Discipline; Obedience; Punishment; Habit Building; Rights of Others; Use of Money; Fear and Curiosity; Sex Education.

The time allotted us was two hours once a week. The first hour was spent in reviewing the main points of the last lesson and answering questions written out and handed in. The questions were referred to the group for general discussion after which a condensed answer was worked out. Then came roll call, enrollment of new members, announcements, and introduction of guests. At the beginning of the second hour, ten or fifteen minutes was spent in the review by a member of some article on child training in our own CHILD WELFARE, "Children," or "The American Magazine." Often, novels were reviewed, not for the story but to emphasize some phase of child training. All this work was voluntarily assumed by the parents. The members chose those subjects in which they were most interested.

For instance, one mother whose daughter is nine, chose Dorothy Canfield Fisher's "Understood Betsy." The daughter also read it with much interest. Another mother whose son is supersensitive took Booth Tarkington's "Seventeen." Another, whose daughter is of high school age, chose for her review, Dorothy Canfield Fisher's "The Bent Twig." During the

remainder of the hour, the new subject was discussed informally by the leader.

At each meeting, two or three principles, many from "Wholesome Childhood," by Groves and Groves, which applied to the subject under discussion, were written upon the board. These statements from expert authority, we sought to test by our own experience. Many times we found we had been doing almost the opposite and we decided it was only sensible to change our course.

Many projects were undertaken. One mother, realizing that a lack of system is one of the causes of impatience, read all she could find on the budgeting of time, and worked out a satisfactory schedule, into which her daughter entered with much enthusiasm. Realizing that overwrought nerves and a tired body also cause impatience, another mother planned to take a few minutes for rest each day after lunch. A member broke her small son of biting his finger nails, by using Dr. Dean's suggestion of offering the boy a treat in which he especially delighted. Since the habit was easily broken, the mother's suspicion was confirmed that it was due to imitating an older brother. The brother's habit was not broken, showing that the cause, probably nervousness, was more deep-seated and required a different treatment. Two mothers became interested in the teachings of E. R. Groves and Angelo Patri, reading many of their books. One member studied fear, in order to overcome many fears in her young daughter. A mother outside the group needed the services of a psychiatrist, for her son who was apparently normal physically. She was without funds to pay. The question was, "Where in the state of California may a parent go and receive the services of a psychiatrist without charge?" One of our members took this as her project and returned with the report that at the University of California hospital in San Francisco, such services were rendered. The information was sent to the grateful mother. These illustrations indicate the serious intent of the mothers.

At the closing meeting, the members were asked to write out, unsigned, (in

order to prevent embarrassment) what they had gotten from the course. These replies are typical:

"I have found by home trial that when I free my boys from my decisions, they surprise me by their reasonableness."

"The success of the course is due to a much greater realization on my part of the task before a mother and a big desire for further study."

"I am encouraging good habits, seeking cooperation from my husband, devoting more time to study, and to reading with the children."

"I have had much better results with my children since I am more patient and think before I correct them, and since I encourage them when they do right."

"I have found other mothers whose ideals are much as my own; I was anxious to know wherein I had failed, it was a comfort to know wherein I was right."

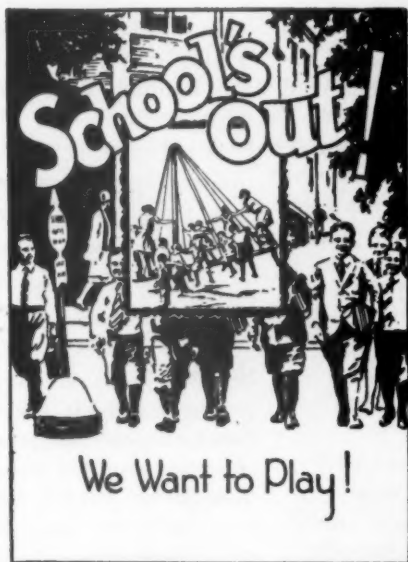
"The David Lubin classes have stimulated a great desire to become a better mother. They have helped me both educationally and spiritually."

"My main benefit during my attendance has been to control my temper and I find that quiet speech and low tones more than pay in terms of happy results."

"I came to visit but have become so interested I wish to have one of these classes in our own Bret Harte school."

"I feel I have received authoritative help in the sympathetic understanding of my three children's problems. I strive to be more patient, to appeal to the child's intelligence more than to his emotions; to cause the child to want to do things rightly, rather than to impress my ideas on him from without; to keep up my courage with the struggle to build good habits instead of lazy or bad ones."

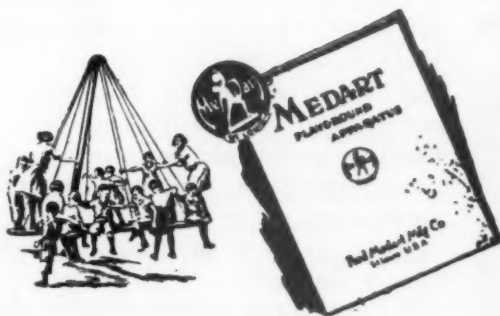
Your chairman closed the series of lessons with the feeling that study group discussion pays. From the fine atmosphere and spirit of the group, it was evident that not only educational benefits were received but also spiritual values. As parenthood becomes more intelligent, it is the great refiner of the spirit and an urge toward higher living!



JUST a matter of a few weeks before hundreds of little folks will have nothing to do but play. But there is still time to equip a playground or add a new piece to the old one, and have it ready for vacation days—recreation days. Send today for

The **NEW MEDART** Playground Equipment Catalog

The new 1928 Medart Catalog is chuck full of suggestions for equipping a playground with up-to-date Medart Playground Apparatus—built to give the utmost in safety and durability. Every piece illustrated, priced and described.



Fred Medart Manufacturing Co.

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For Fifty-five Years Makers of Gymnasium Apparatus and Playground Equipment

EDITORIAL

WILLIAM CUNNINGHAM is his little pamphlet *Good Manners and Conduct* gives some forthright and trenchant advice for boys and girls which older people may well consider. His definition of Manners is interesting, in the first place: "Manners are the way he expresses himself in his association with other people; they depend partly upon the way he is brought up, but even more vitally they depend upon what he essentially is." He says later, "Keep this fourfold injunction in mind:

Be honest.

Be kind.

Have courage.

Work hard."

Therein lies the gospel.

In this same pamphlet a code of conduct for various places where the young spend their time away from home is given. For the street car he says, "Pay your fare; it isn't funny to evade payment, it's simple theft. To give up your seat to a lady is not old fashioned."

For the school corridors, "Collecting in large groups, blocking traffic in any way is poor citizenship."

For the class room, "Don't try to make a good fellow of yourself by prompting. Besides being a form of petty deceit, it does him no good and may lead to disaster for you."

For the assembly hall, "It is absolutely essential that the speaker on the platform should be the only one. He is the guest of the school and deserves polite attention."

For the field, "If your team is losing don't act as if the bottom had fallen out of life. Keep cheerful."

For business, "Avoid 'thanking in advance' people of whom you request a favor. If a thing is worth thanks, it is worth a special letter afterwards."

Just what do you mean by Better

Homes? Is it a house with a garden and a play spot for the children instead of a flat building with a concrete-floored back yard?

Is it beautiful furniture all covered with invisible but imperative "don't scratch" and "don't disarrange" signs?

Is it the latest electrical equipment?

Is it elevators and formally-dressed doormen?

Or is it a cottage with "welcome on the mat"?

Our standards are variable and should depend upon the presence or absence of children, young or old, in the house. Time enough for French damasks and exquisite curtains in the long, long years after they are grown up.

A psychiatrist said recently that most parents think a mention of mental health casts some reflection upon their children's sanity or freedom from feeble-mindedness. We have just begun to speak easily about the physical health of the normal child; it is time we became familiar with his mental health. Bad mental habits acquired in childhood by fear, selfishness and jealousy may mean real mental derangement in middle life. These early habits are in the hands of parents almost entirely and we cannot escape the responsibility of the future years.

When this page appears, the new officers will be taking up Congress tasks and the retiring ones, relieved but perhaps a little bewildered by their leisure, will be reviewing with satisfaction their past work. Our gratitude goes out to those who have toiled so hard and builded so well, and our very best wishes for success and joy to the new ones.

M. L. L.

Study Program I

*This is the ninth of a series of outlines based on
PARENTHOOD AND THE NEWER PSYCHOLOGY*

BY FRANK HOWARD RICHARDSON, M.D.

The tenth and final lesson will appear in the June issue.

CHAPTER XI—THE MOST INSPIRING TASK
EVER ASSIGNED—RELIGIOUS INSTRUCTION,
IN THE LIGHT OF THE NEWER PSYCHOLOGY

*"If men are so wicked with religion,
what would they be without it!"—
Franklin.*

*"Religion cannot pass away. The burn-
ing of a little straw may hide the stars of
the sky, but the stars are there and will
reappear."—Carlyle.*

QUESTIONS

1. After a study of this text, do you fear that a study of the newer knowledge of psychology has seriously affected your child-hood religious faith? Page 178.

2. "The tendency of psychology, some parents feel, is to explain everything on so-called scientific grounds, and thus do away with all the miraculous, all the supernatural, all the divine." Do you not feel that science is essentially a thing of fact; religion a thing of faith? Are science and religion, therefore, in the same phase of discussion? Should there necessarily be any conflict? Page 178.

3. In a recent study group meeting, the question was asked, "Does the study of psychology interfere with the teachings of Christian Science?" The leader replied, "The teaching of one Truth never interferes with the teaching of another Truth." What do you think of this answer? How would you answer the question?

4. Since many so-called "intellectuals," by reason of their psychological point of view, seem to consider themselves "quite beyond the religious needs" of the rest of us, have they not missed the very point their experience and education should have taught them? Ought not deep study help one more fully to realize life's values and

hence more fully appreciate man's desire for spiritual fulfillment? Page 179.

"A little learning is a dangerous thing;
Drink deep, or taste not the Pierian
spring:
There shallow draughts intoxicate the
brain,
But drinking largely sobers us again."
—Pope.

Does not the above quotation explain why some seem to think that they have passed beyond the need of religious faith?

5. How may some writers explain the Divine in terms of the unconscious? Why do some scientists, in their pursuit of the study of the mind, accept the belief that every thought, feeling, and act is conditioned upon the chemistry of the bodily machine? Pages 180-182.

6. Give reasons for acknowledging the Supreme Being. Pages 182-185.

7. How do some writers explain revealed religion? Pages 185-186.

8. "Wherever man is and whatever his mental and emotional development, man is still incurably religious." Enlarge upon this thought. Pages 186-187.

9. How free are we to choose our own religion? our own politics? Pages 187-188.

10. "Give me a child until he is seven, and I care not who has him after that." What is meant by this statement? Why is this true in the religious field? Explain these words of the Jesuit in terms of psychology. In your answer, consider the stage of development at the age of seven, of the child's habits, emotional reactions, and character trends. Pages 188-189.

11. What shall be our attitude in teaching religion to our children? Do we not find that we have to alter many of our

beliefs, in order that they may be worthy of passing on to our children? Pages 189-190. Do we not find that this same thing has been true in other phases of child training? Have we not had to change our habits and alter our attitudes in order that we may be more fit examples for our children? Does not an earnest attempt on our part to properly train our children, bring about within us the desire in the words of Holmes to, "Build thee more stately mansions, O my soul"?

12. "Children must respect all creed that we may teach them; but they must be prepared to challenge all dogma before they accept it for themselves." Is not this the road to all progress? Page 190.

13. "The child's conception of God is a pretty accurate reproduction of his conception of his father and mother. The only

way he can visualize a loving God is in terms of a loving parent; a just God in terms of a just parent; a cruel, harsh, retributive God, in terms of an unfeeling, stern, punishing parent." Analyze your feeling as to your responsibility in this matter. Pages 190-191.

14. If we take our task seriously, parenthood is the great refiner; it is an urge toward higher living. "What finer reward could one desire for the toils and sufferings inherent in parenthood?"

15. Relate briefly the story of Hawthorne's, "The Great Stone Face." What message has this story for parents?

REFERENCES

See ninth lesson in Study Program II, this issue, based on "The Training of Children in the Christian Family," by Luther Allan Weigle.

Study Program II

This is the ninth of a series of outlines based on
THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY
BY LUTHER ALLAN WEIGLE

CHAPTER XII—TRAINING THE DEVOTIONAL LIFE

"The Christian is the highest style of man."—Young.

"If religious books are not widely circulated among the masses in this country, and the people do not become religious, I do not know what is to become of us as a nation."—Daniel Webster.

QUESTIONS

WHAT IS IT TO BE A CHRISTIAN?

1. Christianity is essentially a way of living, sustained and strengthened by a way of thinking about God. Is relation with our fellowmen involved in a "way of living"? Explain more fully your idea of Christianity. Pages 188-190.

2. "It will be hard to live in Jesus' way because we lack his dynamic." Explain. Page 190.

THE CHRISTIAN EDUCATION OF CHILDREN

1. When should the Christian education of children begin?

2. "The Christian education of children is not something apart from the rest of their education; it consists rather in the Christian motive and spirit which animates the whole of their upbringing." Then we parents cannot turn this task entirely over to the church, can we? Pages 190-191.

3. "The forming of right habits, the expansion of life through play, work and study, the companionship of good books and friends, growth in unselfishness and in the capacity and disposition to serve, all are important elements in their training." Are we not beginning to see that the Christian spirit integrates the whole personality of the individual? Pages 190-191.

THE PRINCIPLES OF PERSONAL ASSOCIATION AND ADAPTATION

1. The principle of association follows from the fact that education is a social process; the principle of adaptation takes into account that the child's share in our common life and enterprises must be such as lies within his powers. How does the application of these two principles, aid in the training of the devotional life of children? Pages 191-193.

2. "If we wish our children to pray, we should pray with them; if we wish our children to go to church, we should go with them." Do you find that this holds true? Page 192.

TEACHING CHILDREN TO PRAY

1. Prayer is an earnest desire of the soul. What more is it? Page 197.

2. In teaching children to pray, the following counsels should be observed, 1st, there should be revision from time to time of the child's form of prayer; 2nd, the parents should concern themselves with the child's preparation for prayer as well as with the act of prayer itself; 3rd, the child should be encouraged to spontaneous prayer; 4th, the child should be taught the meaning of prayer. Tell of your own experience in teaching your children to pray. Pages 194-198.

3. Children interpret God in terms of the character of their own parents. Has this been true in your relation with your own parents? Granting that this statement is true, what responsibility is placed upon us as parents? Pages 198-199; Pages 12-13. See also "Parenthood and the Newer Psychology," by Richardson, pages 190-191.

THE CHILD AND THE BIBLE: FAMILY WORSHIP

1. (a) Name stories in the old testament which hold the attention of children. Page 201.

(b) Select several chapters in the Bible which you would have children memorize. Page 202.

(c) Give reasons why a study of the Bible is profitable.

2. What is the author's feeling in regard to family worship? Do you agree? Pages 202-203.

"FOR INVESTIGATION AND DISCUSSION."

See page 204.

"FOR REFERENCE AND FURTHER READING."

See page 204.

REFERENCE

See ninth lesson in Study Program I, this issue, based on, "Parenthood and the Newer Psychology," by Frank Howard Richardson.

The Home University Bookshelf

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THE UNIVERSITY SOCIETY, New York

"**M**OST parents come to their jobs without special preparation, and do not know what material to give their children nor where to obtain it. This material has been assembled in the volumes of The Home University Bookshelf. Following each trait is a list of the stories, articles, poems, things to do, etc., in The Bookshelf which are needed to develop that particular trait in the child.

Too many of the manuals on child care and welfare are utterly unscientific. Here is a condensed, analytical résumé of a vast number of scientifically established truths, and practical instructions for using them to the lasting benefit of our children."

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WOMEN of education—whether that education was acquired in high school, college, or the University of Life—find in representing The BOOKHOUSE, the inspiration of the man or woman practicing one of the professions.

Selling My BOOKHOUSE is a profession of the highest standing and utmost importance. The growing recognition of the necessity of right reading for children has made it so.

Mrs. Olive Beaupré Miller, a mother and a graduate of Smith College, several years ago created the foundation for correct reading for children. The hundreds of women associated with her draw from her experience.

The BOOKHOUSE representatives thoroughly enjoy their contact with mothers. For this reason The BOOKHOUSE has grown so rapidly that there is an opportunity for other women to join our organization.

The chief qualifications are an understanding of children, and an appreciation of the importance of right reading for them. Women in the teaching profession are especially well fitted for it.

Women over thirty years of age interested in this splendid achievement, are earnestly requested to communicate with us. Phone, write, or apply personally to Dept. 10-C. W. of any office. General Office: 360 North Michigan Avenue, Chicago, Ill. Branch Offices: (See local telephone directory for street address) New York, Philadelphia, Kansas City, Atlanta, Boston, Houston, Toronto, Ont.

The **BOOK HOUSE** *for* **CHILDREN**

In quickening their minds and strengthening their characters...

Intelligent handling of the reading problem is a powerful factor!



AND yet in choosing the stories and poems through which come important impressions, parents always have found bewildering difficulties. Seven years ago this same problem confronted Mrs. Olive Beaupré Miller, a far-sighted mother, and a graduate of Smith College. She decided to work out the problem, for obviously that was the only answer.

How Mrs. Miller solved the problem Children's literature from all the interesting places of the world was read and classified by Mrs. Miller and her staff. A definite standard was applied. Books, stories and poems which did not pass were rejected.

The tests were these:

First: *Has this story literary merit?*

Second: *Will it interest the child?*

Third: *Will what it adds to his life be for his good? Is its underlying idea true, does it present sound standards, is its spirit fine, its atmosphere healthful?*

So skillfully is the material arranged for different ages that the child's interest

and appreciation of good stories is developed steadily.

So beautifully are the illustrations done—each the work of an artist of real merit—that a foundation for good taste and the better things is unconsciously laid!

An interesting conversation about your own child's needs

The real value of My BOOKHOUSE lies in its use. Mrs. Miller can best explain this to mothers, but, she can't see them all, much as she would like to. So women who have studied the BOOKHOUSE system of right reading do this for her. These women are in touch with new educational ideas.

Feel free to ask them any questions about child reading. The BOOKHOUSE Group may be purchased on easy terms. Let us send you further information. Address Dept. 10-C. W. General Office: 360 North Michigan Avenue, Chicago, Illinois. Branch Offices: (See local telephone directory for street address) New York, Philadelphia, Kansas City, Atlanta, Boston, Houston, Toronto, Ont.

The BOOK HOUSE *for* CHILDREN

"The Child Who Reads Is The Child Who Leads"

In writing to Advertisers, please mention CHILD WELFARE MAGAZINE



Out Among the Branches



COUNTY HEADQUARTERS

When the Missouri State Convention met in Springfield last October we had just succeeded in perfecting the organization of a County Council, and Miss Frances Hays, National Field Secretary, suggested the above project for our first accomplishment since the County President is the wife of our County Superintendent and his assistant in the office, so we had an ideal situation, and office space.

Mr. Coward, an enthusiastic believer in Parent-Teacher Associations, gladly gave us a corner of our choosing, a table, chairs and the big flag; then we began collecting the other needed material. The first thing was the big poster: "Why and How a Parent-Teacher Association?" This we had made, hoping every county in the state might place one like it in their county superintendent's office. The little black streaks you see in the picture are free national leaflets. Those on the left are organization helps while those on the right are program suggestions. Through the center are special program leaflets such as Music, Founder's Day, Thrift, etc., while across the bottom are the names and addresses of all state and county officers that any Parent-Teacher organization may need to write to for help or report to about their work.

Next we began collecting all the free mate-

rial of the National Congress. Each of us had the magazines sample copies from the news-stands or the publisher, and some pay material from National Headquarters; also government bulletins that would aid our plans. These we used for posters, scrapbooks and to place in our magazine holders, which, by the way, are made from tow, or gunny sacks, two for each holder. Mrs. Coward was the artistic maker and they are very attractive at close range. She, too, planned the attractive and useful book rack which she had a carpenter make a little later. Feeling that every organization must have at least one definite project, Mrs. Coward chose for hers, "More and better reading for small children, at a price within the reach of anyone," and "helps for both teacher and parent," thus promoting better cooperation from all.

When starting on her book project she wrote numerous letters to publishing companies and talked with several of their representatives, explaining her plan to establish a permanent exhibit of such books in the office where teachers, parents and children might examine them at their leisure and make their own selection. The response from the publishers and throughout the county has been beyond her expectations.

These books include reading matter for children from the wee tot to and including the fourth grade. All have good print, beautiful



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From the Girl Scout Handbook: "*A Girl Scout is clean in thought, word and deed.*"

It is evident that a clean healthy body makes for a clean mind. That is one of the reasons why physical cleanliness—of body, of clothes, of surroundings—is so important a part of the Girl Scout program.

This emphasis by the Girl Scout and other organizations

confirms the belief in the importance of cleanliness which every worker with children has long held. What is more, it strengthens the purpose of leaders everywhere to see that every child, whether or not reached by any organization, shall be taught the cleanliness ideal and be given full opportunity to live up to it.

CLEANLINESS INSTITUTE

*Established to promote public welfare
by teaching the value of Cleanliness*



The Institute prepares publications and data of interest to educators, health and social service workers, and those in allied professions. A typical publication is "After the Rain", a 112 page supplementary school reader with full page illustrations in color for 3rd, 4th and 5th grades; 25c a copy, \$15 a hundred. Another is "Cleanliness", a bibliography, 20c a copy. The Institute invites organizations and individuals to use its facilities.

Address CLEANLINESS INSTITUTE, 45 EAST 17th STREET (on Union Square), NEW YORK

In writing to Advertisers, please mention CHILD WELFARE MAGAZINE

binding and cost less than one dollar each. There are about one hundred and twenty-five. Many school board members as well as teachers and parents have been in to look them over and orders to the amount of more than \$125.00 have been selected, ranging from one book to twenty.

By the time the book rack was ready and the books in place we had finished our pile of scrap-books which you see on the end of the table in the picture. These scrapbooks partially cover many subjects; we have "Thrift," "Founder's Day," "Christmas Suggestions," "Home and Home Making," "Boy's and Girl's Clubs" (4 H., Scouts, Camp Fire), "Games and Entertainments," "Plays and Pageants" (for special days), "Observance of Special Days" (Founders, Arbor, Christmas, Mother's, etc.), and several others.

On the wall you will note our health helps, a scrapbook on school lunches, and one on care of contagious diseases. On the other wall you see a few good pictures for our girls and boys, also two magazine holders, the first of which is filled with reading for the teacher and the adults of any family—the *National Educational Journal*, *Missouri School Journal*, *Normal Instructor* and *Primary Plans*, *A Kindergarten Magazine*, *Mentor*, *American*, *McCall's*, *Ladies' Home Journal*, etc. These are only samples which, like the books, may be looked over in order that people may know what they are ordering when they subscribe for any of them. We have several subscriptions which we get regularly, and will order others that will help the work as soon as funds will permit.

In the other holder you will observe magazines of interest to children on one side, and those especially for Parent-Teacher Associations on the other. Among these we have *CHILD WELFARE*, *Missouri Bulletin*, *Babyhood*, *Hygiene*, *First Steps in Christian Nurture*, *Motherhood*, etc.; for the children, *Youth's Companion*, *Junior Home* (Blue Birds), *American Boy* (Scouts), *Everygirl* (Camp Fire), *Child Play*, *Child Life*, *St. Nicholas*. There are one or two more which we hope to add soon.

The playground equipment on the chair is the required material for rural schools seeking approval by the State Educational Department, while just above it you will see a book made up of copies of masterpieces, done in sepia or gray. The small flag on the table is there to show that no school need do without a flag, for it costs only twenty-five cents, and Mrs. Coward mounted it herself on a small block of wood to show how it may be done. On the front corner of the table you will observe a set of "Parents and Their Problems" loaned by our state president, while in front of them lying open is a beautiful leather-back loose-leaf book. The leaves are of brown Bristol board. This book contains all of the National free leaflets, a card of "Aims and Purposes," the article, "What Constitutes a Leader?" "The Standard of Excellence," "The 10 Don'ts," an information sheet, and an order blank.

I believe one of the finest things the County President has yet done is her typed, loose-leaf notebook in which she has listed the articles in

—A Delightful Movie—



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"The children feel that 'Reddy' is one of them—a real, live, human boy. Congratulations!" Board of Education, City of New York.

"Of great value to mothers, teachers, nurses . . . Is the outstanding film of the hour for health education." Office of Superintendent of Schools, Newark, N. J.

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GROWING UP By KARL DE SCHWEINITZ

This book tells the story of reproduction and birth, for boys and girls between the ages of six and twelve. It is designed to be read either to or by the child, or to be used by the parent in answering his questions. The book has been enthusiastically received by parents and welfare workers. Price \$1.75.

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5517 Germantown Ave., Germantown - Phila., Pa.

the 1927 CHILD WELFARE under such heads as "Health," "Play and Recreation," "Cooperation," "Special Parent-Teacher Associations," "Work," "Spiritual Training," "Discipline," etc. These have the title, page and month of publication. She plans to list all articles in the office, under these and other heads.

We still have one other notebook in the making. It will contain a list of recommended books for parents' and teachers' reading from many sources, CHILD WELFARE, *McKeever, Rural Reference Book*, Dr. Hall and others. All books which are in the Springfield Public Library will be especially marked. All these things are to be kept in the County Superintendent's office in our model headquarters, to be read, looked over, copied from, but not taken out of the office.

We also try to keep a few packages of organization literature to be given to inquiring teachers or school boards. Also a copy of the National Handbook, the song sheet, and the Candle Lighting Ceremony, for examination before ordering.

LAUREL SETS A HIGH STANDARD

The new Laurel Consolidated Elementary School (Maryland) opened in September, 1926. Formerly the town had two schools, one in the upper part and one in the lower.

In this new school, which serves the entire town, an active Parent-Teacher Association is functioning. The Association from the start endeavored to build a community spirit, all the parents working together for all of the children. Sectional difficulties faded; the plant of "togetherness" was fostered with gratifying results.

The Playground Committee of the Association immediately entered a country-wide playground contest. Prizes were offered for the schools making the greatest progress in playground attractiveness. By hard work, community co-operation and determination in the face of obstacles they were awarded second prize—five dollars worth of shrubbery. The most important product of the contest was not the improved grounds, or the shrubbery, but the spirit of team work aroused.

The Association endorsed and actively worked for the passage of the Teacher's Retirement Bill, provided library books for the school, a sand table for one of the class rooms, shades for the assembly hall, served hot lunch one day a week, and made substantial contribution toward making the school "standard," which was accomplished in May, 1927, and is in itself a testimony to the co-operative work of parent and teacher.

We affiliated with the State group in March, 1927, and have sent a delegate to the State meetings. We have derived comfort, inspiration and knowledge from our affiliation with the State unit.

This year the goal set is a standard association, and we are working earnestly toward that end. Even if we fail in our aim there are other and perhaps richer rewards. If, because of our activities, our boys and girls have been helped, if we have become wiser parents and if child welfare has been set forward, surely, we have not labored in vain.



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Past-President's Pin

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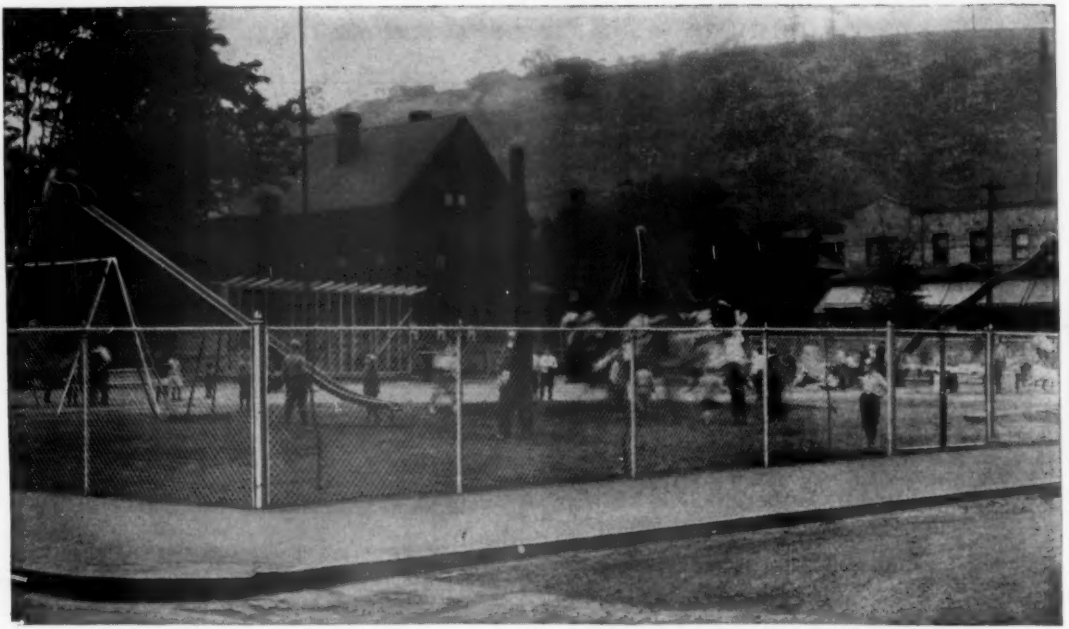
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Not only does the H. J. Heinz Company, of Pittsburgh, Pa., provide the public with its "57 Varieties," but it also spices the life of Pittsburgh's children with many varieties of good fun. This company has given its practical endorsement of the Playground Idea by presenting Pittsburgh with the Anchor-fenced playground shown above.

Safety—a matter of vital importance to the playground committee

"WHY don't you put up a danger sign on this cliff?" the visitor asked the native who was showing him the neighboring sights of an Irish coast village. "Shure and we did, but narry-a-wun fell over the cliff, so we tuk it dhoun," replied the native?

If you are a member of a playground committee, or in any way connected with playground administration, you will appreciate the significance of this story. You will know that the problem of safety is one that sometimes fails to obtain the consideration due to it—until some tragedy draws everybody's attention to this problem.

There are many playgrounds where it is still possible for a child to run headlong in pursuit of a playmate or a stray

ball, right under the wheels of passing traffic. Yet the recognized authorities on playgrounds are unanimous in advocating protective fences.

A fence of the right type keeps the children playing contentedly within the limit of the playground, undistracted by occurrences in the street and unmolested by neighborhood bullies or ill-natured dogs.



The problem of fencing the playground is one whose solution demands considerable experience. For to be effective a playground fence must be of the right type, properly located and expertly erected. And to give lasting service it must be of strong, enduring construction.

If you are considering the erection of a playground fence, you are invited to take advantage of

the Advisory Service of the Anchor Post Fence Company and its experience of over 30 years in manufacturing and erecting fences for playgrounds and other properties in every section of the country. This free service is nation-wide in scope and is gladly rendered. Use the coupon on the opposite page.

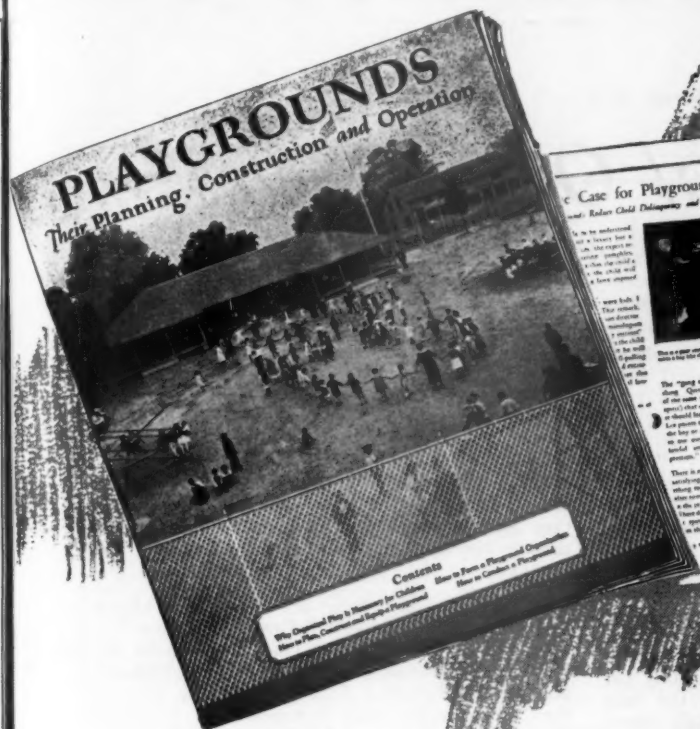
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ANCHOR
Fences



A free booklet on the why and how of playgrounds

CONTAINS a wealth of information vital to everyone concerned with playgrounds.

It will help you in spreading the playground idea in your community; in organizing, planning, constructing and operating playgrounds; and it will introduce you to many other sources of information. This booklet was written in close cooperation with The Playground and Recreation Association of America. "You are to be congratulated," writes that organization, "on the excellent appearance of the booklet, as well as the selection and arrangement of its contents, and we are glad to have been able to assist you in the preparation."

ANCHOR POST FENCE COMPANY

Just Fill Out—Clip—and Mail

Among the subjects discussed in this booklet are:

The case for playgrounds—how they reduce child delinquency; develop better minds and bodies; reduce street accidents; and pay for themselves by the increased values of surrounding property.

How to get playgrounds—forming a playground organization; promoting a campaign; organizing demonstrations; etc.

Planning, constructing and equipping playgrounds—choosing sites; laying out the grounds; selecting apparatus.

How to conduct a playground—The need for leaders; selecting leaders; care of the grounds; handling the children; program of activities, games, entertainments, etc.

Appendix—a playground bibliography; a list of helpful organizations; a list of manufacturers of playground equipment.

ANCHOR POST FENCE COMPANY, Eastern Avenue and 35th Street, Baltimore, Md.

- ☐ Please send me.....copies of your free 20-page booklet, "Playgrounds—Their Planning, Construction and Operation."
- ☐ Please send me complete information regarding Anchor Playground Fences.
- ☐ I should like to take advantage of your Fencing Advisory Service. Please have your nearest representative get in touch with me.

Name.....

Address.....

Organization.....

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National Office Notes

BY FLORENCE V. WATKINS

The Thrift leaflet is now ready for distribution, and will amply justify the long wait for it. It is really a new leaflet, so completely has it been revised. The new Physical Education leaflet, too, is ready in a much enlarged form. A National leaflet on Student Loans and Scholarships is now ready for the use of local and state chairmen.

We are very happy over the large number of standard certificates being ordered by the states. The writer of these notes is wondering which state will take highest honors at the thirty-second annual convention for number of associations attaining the Standards of Excellence. The Certificates for Superior Associations have just been received at the National Office. These are different from those for Standard Associations. The qualifications for superior groups are not printed on the face of the certificate but on separate small sheets which may be pasted on the back of the frame.

The price of the Standard Association certificate is ten cents each; the Superior, fifteen cents each.

We are all greatly gratified at the number of state branches being organized in the National Congress of Colored Parents and Teachers. Word has just come of the recent formation of the Tennessee and the Missouri State Branches. In the organization of both, the president of the State Branch of the National Congress of Parents and Teachers gave splendid assistance to the colored state group. In Missouri the president of the State Congress of Colored Parents and Teachers is the principal of the Wendell Phillips School in Kansas City, Mr. Hendley L. Cox. Principal Cox took the parent-teacher course at Columbia University three years ago and should prove to be a well prepared state president. So far as our records show there are now three men serving as presidents of colored state groups.

An interesting item comes from Kansas, where the State Agricultural College has a radio course for parent-teacher workers, given regularly. In many rural communities groups meet on the day of the program to listen in for the lectures and then discuss them together.

The District of Columbia Congress of Parent-Teacher Associations has been putting on an excellent Parental Education Lecture Course, which opened on February 13th and closed on April 16th. One lecture was given each week. Among the speakers are such well known people as Dr. Bird T. Baldwin, Director Child Welfare Research Station, University of Iowa; Dr. Ernest R. Groves, Director of the Institute of Social Science, University of North Carolina; Mrs. A. H. Reeve, President of the National Congress of Parents and Teachers; Dr. William

C. Ruediger, Dean of Teachers College, George Washington University, and Dr. Cloyd H. Marvin, President of George Washington University. Among the interesting subjects discussed were: child development, social standards, parental education, education at the crossroads, and education tomorrow. Each evening preceding the lecture, news reels are shown and "America the Beautiful" was sung. At the close of the lecture an interesting moving picture was shown. At each lecture a large audience listened to and then questioned the speakers.

During the past February and early March visitors at the National Office came from Virginia, New York, Oregon, Georgia, Kansas, the District of Columbia, Maryland, Massachusetts, and New Mexico. Among them we greeted the New Mexico State President, the president of the International Kindergarten Union, the National Chairman of the Committee on Extension of P.-T. A. among Colored Schools, the Editor of the Kansas State Parent-Teacher Bulletin, the Vice-President of the Maryland State Branch, the President of the Georgia State Branch, and the Executive Secretary of the Virginia State Branch.

Parents and Teachers—this is the name of a new textbook which is now in press and will be ready for summer classes in Normal Schools, Colleges, and Universities, offering courses on the Parent-Teacher subject.

The fifteen chapters have been prepared by educators, and by Parent-Teacher members who are well grounded in the principles of the movement and in the technique of carrying on local, state, and national work. The aim of the book is to give a comprehensive view of co-operative education, the contribution it makes toward the solution of the educational problems of today, and the method of securing the interest of parents, teachers, and other citizens to work together for child welfare.

Parents and Teachers will be a great help to students, and to leaders in what has been called "the most phenomenal development in education that has ever taken place." It is edited by Martha Sprague Mason, and published by Ginn and Company.

The Acting Chairman of the Committee on Social Hygiene of the National Congress of Parents and Teachers, Mr. Newell W. Edson, has prepared a leaflet on "Training Youth for Parenthood," which has been issued by the American Social Hygiene Association, 370 Seventh Avenue, New York City. The price is five cents each or \$3.50 per hundred. Those of us who know Mr. Edson and the splendid work he is doing feel sure this booklet will be helpful to parents and teachers alike. The bibliography will be especially interesting.

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To make essential information available on demand for every child, both in the school-room and in the home—this is the next great step in effective education.

The inquiring mind of the typical American child has thrown down a challenge to school and home.

Surrounded by a world grown much larger and far more complex, the child of today insists on knowing thousands of things that never bothered his parents at his age. Many of these have not found their way into school instruction. Still fewer can be answered for him correctly at home.

Never before was there such an opportunity or such a responsibility confronting parents and teachers. And never before could they summon to their aid so powerful an ally as

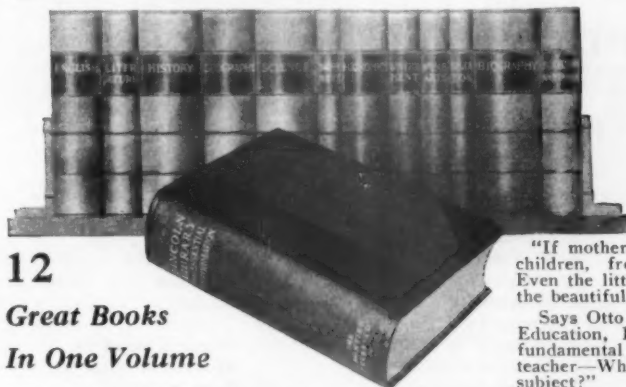
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Thoughtful parents realize that the branching pathway to triumph or disappointment begins in the home. Typical of such parents is Mrs. Sylvia Kellogg, high school teacher in Pearl River, La., whose home, as well as her schoolroom, is equipped with The Lincoln Library. Of its use at home, she writes:

"If mother or dad is not absorbed in it, the children, from high school age down, are. Even the little fellow of four begs to be shown the beautiful pictures."

Says Otto K. Schmied, of the Department of Education, Baltimore: "It answers the most fundamental question of every student and teacher—Where can I find information on this subject?"

"I wish all of our mothers might have its help," writes Jessie M. Crane, President of the Parent-Teacher Association, Washington School, Berkeley, Cal. "Their children would find it invaluable."

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THE A-B-C CORNER



Mrs. S. Hoekestra

MRS. HOEKESTRA, of Grand Rapids, Michigan, is assistant to the State CHILD WELFARE MAGAZINE Chairman, and also is Magazine Chairman of District No. 4. In the interest of the CHILD WELFARE MAGAZINE, she has traveled 480 miles by auto, the last 30 in one of Michigan's severest blizzards. She has spoken at 2 District, 8 Council and 10 Local Meetings. She has distributed 200 pieces of literature and 500 order blanks. She has sold 100 single copies of CHILD WELFARE and has written over 75 personal letters. In the absence of the State Chairman, she attends the State Board Meetings. It is because of the enthusiasm and untiring efforts of such workers that Michigan leads.

CHILD WELFARE MAGAZINE is genuinely proud of Mrs. Hoekestra.

SUBSCRIPTION CLASS RANKINGS

Net circulation as of March 31, 1928

CLASS A

1. Michigan
2. California
3. Illinois
4. New York
5. Texas
6. Ohio
7. Pennsylvania
8. Missouri
9. New Jersey
10. Iowa
11. Georgia
12. Colorado
13. Washington

CLASS B

1. Kansas
2. North Carolina
3. Tennessee
4. Minnesota
5. Oklahoma
6. Florida
7. Mississippi
8. Wisconsin
9. Kentucky
10. Indiana
11. Nebraska
12. Massachusetts
13. North Dakota
14. Alabama
15. Oregon

CLASS C

1. Arkansas
2. Rhode Island
3. District of Columbia
4. Virginia
5. West Virginia
6. Connecticut
7. Arizona
8. Idaho
9. Vermont
10. South Dakota
11. Maryland
12. New Mexico
13. South Carolina
14. Louisiana
15. Montana
16. Wyoming
17. Hawaii
18. Utah
19. New Hampshire
20. Maine
21. Delaware
22. Nevada

DIVISIONS

CLASS A—States having over 30,000 members.

CLASS B—States having between 10,000 and 30,000 members.

CLASS C—States having less than 10,000 members.

The A-B-C corner will be discontinued after this month until further notice, as the new National Congress membership statistics may necessitate changes in the class groupings. But turn to this page just the same, for here we shall present interesting subscription publicity features. If any chairman in your State has done a special piece of work in the interest of the official publication, send us the data for consideration.

*This has been a banner year for the Magazine
and we appreciate your part in it.*

CHILD WELFARE — The NATIONAL PARENT-TEACHER MAGAZINE